DOCUMENT RESUME

ED 077 628 32 RC 007 056

AUTHOR Moore, William G., Comp.
TITLE Evaluation of Migrant Education, Numerc Unc. Title 1-M Programs in the State of Oregon, September, 1971-August, 1972.
INSTITUTION Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
PUB DATE 72
NOTE 137p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Academic Achievement; Health Services; *Migrant Child Education; *Program Descriptions; *Program Evaluation; *Reports; Student Enrollment; Summer Programs; *Tables (Data)
IDENTIFIERS *Oregon

ABSTRACT

During the fiscal year 1970-71, Oregon's Migrant Education Program coordinated the planning and administration of several district migrant programs into area projects. Objectives for these projects are to provide: (1) diagnostic and prescriptive, each-one-teach-one or tutorial educational services for all migrant students without the background necessary for a regular classroom situation; (2) career ladder educational opportunities for non-certificated personnel; (3) educational and cultural inservice programs for project administrators and staff members; (4) home-school consultant services for migrant education programs; (5) free lunch and health services where needed; (6) a format and guidelines for a third party evaluation and a contract for evaluating all migrant education programs; (7) records on no less than 95% of the migrants enrolled in the public schools; and (8) a guide and special inservice training for preschool program implementation. A complete description of the 8 area projects which were funded to provide educational, health, nutritional, and social services for migrant students in grades K-12 is given in this third party evaluation report for fiscal year 1971-72. Summer programs primarily for children ages 5-14 are also described. Tabular data are given for each regular term and summer area project. (NQ)

FILMED FROM BEST AVAILABLE COPY

ED 077628

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
JUL 27 1973
NMSU
E.R.I.C.

Evaluation of MIGRANT EDUCATION

NUMERO UNO

September, 1971 – August, 1972

Prepared for
The State Department of Education
By
The Teaching Research Division of the
Oregon State System of Higher Education

William G. Moore

RC007056

TEACHING RESEARCH
a Division of the Oregon State System of Higher Education

ED 077628

EVALUATION OF

MIGRANT EDUCATION

NUMERO UNO

TITLE I–M PROGRAMS

in the

STATE OF OREGON

September, 1971 – August, 1972

Funded by

Title I-M ESEA PL 89-10

as

Amended by PL 89-750

The report prepared under the auspices of
the State Department of Education

by

Teaching Research, a Division of the
Oregon State System of Higher Education

Coordinator, Migrant Education . . . . . Mr. Elton D. Minkler

ADVISORY COMMITTEE ON MIGRANT EDUCATION
APPOINTMENT SCHEDULE

MEMBERS

July 1, 1970 to June 30, 1972

Mr. Louis Marquez
Ontario School District No. 8C
590 NW 8th Avenue
Ontario, Oregon 97914

Mr. Florentino Aleman
407 Main Street
Dayton, Oregon 97114

Mr. Frank Ojeda
414 S. 5th
Independence, Oregon 97351

July 1, 1970 to June 30, 1973

Mr. L. Stanley Hushbeck
4820 SW Barbur Blvd. N
Portland, Oregon 97201

Mr. William K. Ousterhout
Director, Federal Projects
Central School District No. 13J
1610 Monmouth Street
Independence, Oregon 97351

Mr. Paul Ciddio
Valley Migrant League
615 N. Pacific Highway
Woodburn, Oregon 97071

July 1, 1971 to June 30 1974

Dr. Thomas Sullivan
Dean of Students
Mount Angel College
Mount Angel, Oregon 97362

Mr. Isidro Saldivar
1825 E. 14th Street
The Dalles, Oregon 97058

Mr. Eutiquio Elizondo
Vocational Consultant
Oregon State University
Corvallis, Oregon 97331

Mr. Ralph Humphrey
Director of Instructional Programs
Jackson County I.E.D.
Medford, Oregon 97501

Third Party Evaluation Report Prepared by

Dr. William G. Moore

Teaching Research, A Division of the
Oregon State System of Higher Education

This publication was financed by funds from
Title I–M ESEA (PL 89–750)

Area Coordinators

Mr. Jack Jensen
Hood River County
Hood River, Oregon

Mr. Robert Hanson
Jefferson County
Culver, Oregon

Mr. Charles Steber
Klamath County Unit
Klamath Falls, Oregon

Mr. Lawrence Larsen
Malheur County Area
Ontario, Oregon

Mr. John Little
Marion County Area
Salem, Oregon

Mr. William Ousterhout
Polk County Area
Independence, Oregon

Mr. Louis Morello
Umatilla County (Summer only)
Milton-Freewater, Oregon

Mr. Jerry Christiansen
Wasco County (Summer only)
The Dalles, Oregon

Mr. Joe Garcia
Washington County Area
Hillsboro, Oregon

Mr. Romeo Munoz
Yamhill County Area
McMinnville, Oregon

Mr. Harold Cockrell*
Eastern Oregon College
La Grande, Oregon

Mr. David Martinez*
High School Equivalency Program
University of Oregon
Eugene, Oregon

**Post secondary programs only*

TABLE OF CONTENTS

Page No.

Advisory Committee on Migrant Education Appointment Schedule iii
Area Coordinators vii
Introduction xi
Organizational Chart xi
State Program Objectives xii
State Plan Summary 1
Title I–M, Elementary and Secondary Education Act Migrant Amendment FY '71-'72 1
Migrant Education Service Center 2
Introduction 2
Inservice 2
Schedule of Inservice Meetings–1971-72 3
Migrant Student Record Transfer System 7
Management of Materials and Equipment 7
Miscellaneous Activities 7
Figure 1 – Monitor Report 8
Figure 2 – Program Evaluation Guide 11
Figure 3 – Preschool Academic Checklist 13
Figure 4 – Northwestern Syntax Screening Test 14
Evaluation Plan 15
Review and Discussion of State Program Objectives 15
Regular Year Programs – 1971-72 19
Hood River County 21
Jefferson County 25
Klamath County 27
Lane County 32
Malheur County 34
Marion County 46
Polk County 51
Union County 57
Washington County 62
Yamhill County 66
Summer Programs – 1972 71
Hood River County 73
Malheur County 78
Marion County 90
Polk County 103
Umatilla County 108
Wasco County 111
Washington County 114
Yamhill County 124

Evaluation of Migrant Education – Numero Uno

Title I–M Programs in the State of Oregon

September 1971 – August, 1972

INTRODUCTION

The Migrant Education Section of the Oregon Department of Public Instruction is responsible for providing educational and ancillary services to children of migrant agricultural workers. Title I of the elementary and Secondary act, public law 89–10, as amended by public law 89–750, provides payment to state educational agencies for assistance in educating children of migratory agricultural workers. Funds provided by the United States Office of Education are used to meet special educational needs of migratory children and to coordinate these services with similar programs and projects in other states.

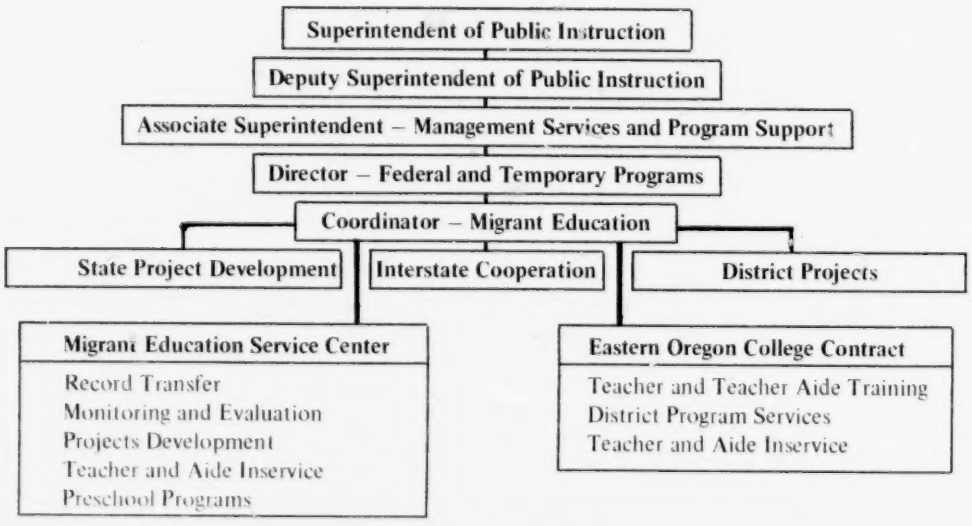
The following definition of a migratory child is contained in Public law 89–750. "A migratory child of a migratory agricultural workers is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning."

A migratory child of a migratory agricultural worker may continue to be considered such a child up to five years, with a concurrence of his parents and therefore, may remain eligible for participation in migrant projects for that period. The purpose for extending the eligibility for five years is to admit former migratory children into the program and to provide children already in the programs with continued services after they have ceased to migrate.

The following organizational chart depicts the organization of the Migrant Education Section of the Department of Public Instruction in Oregon. The program is under the direct supervision of the Superintendent of Public Instruction who in turn coordinates the program through the Coordinator of Migrant Education. He in turn supervises the local areas who are conducting projects for migrant students and he also coordinates the efforts of the Migrant Education Service Center which provides ancillary services to the local project directors.

ORGANIZATION CHART

Migrant Education
State of Oregon



In order to assist the local educational agencies develop priorities for their programs, the migrant education program, with the assistance of the advisory committee, set the following objectives.

STATE PROGRAM OBJECTIVES

1. Provide diagnostic and prescriptive, each-one-teach-one or tutorial educational services for all migrant students who do not have the educational background to function in a regular classroom situation.

2. Provide career ladder educational opportunities for target group non-certificated personnel.

3. Provide both educational and cultural inservice programs for all project administrators and migrant education staff members.

4. Develop format and guidelines for a third party evaluation and contract for evaluation of all migrant education programs.

5. Generate records on no less than 95 percent of all migrant students enrolled in Oregon public schools.

6. Develop a guide and provide special inservice training for preschool program implementation.

7. Provide home-school consultant services for all migrant education programs.

8. Provide free lunch and health services for all students requiring these services.

These objectives were implemented by the local educational agencies in their areas and supervised by the migrant education program at the state level.

The area project directors for the participating districts, their staff and local advisory committees, prepare and submit preliminary proposals to the state advisory committee and the Oregon Board of Education. These proposals are reviewed by the committee and the Oregon Board of Education at a meeting in which the area project directors participate. At these meetings suggestions and improvements for the proposals are often presented and at the termination of the meeting the Oregon Board of Education and the project directors negotiate any changes that are to be made in the project and then the final proposal is presented to the Oregon Board of Education for approval.

State Plan Summary

Title I–M

Elementary and Secondary Education Act

Migrant Amendment

Fiscal year 1971-72

In the fiscal year 1970-71, a policy of area wide program planning and administration was incorporated into the state migrant plan. By coordinating the programs of several districts into one area project it was anticipated that this would increase the continuity of the educational programs for the migrant students, provide more comprehensive programs, insure closer project supervision and make possible better auditing procedures and better control of project activities. Available evidence after the first year's implementation of this type of program indicated that the area concept was accomplishing the above stated goals, thus, this concept became a policy.

This concept required that in each area an area coordinator be appointed to assist the districts in project planning, coordination, proposal writing, project administration and evaluation. It was the area coordinators responsibility to assure that the district programs were conducted in such a manner as to be compatible with the activities projected in the project proposal.

The area coordinator was contracted through the largest district or an intermediate education district, whichever was most applicable for an area. Experience indicated that his assignment was more easily accomplished if his base was at the intermediate education district level rather than at a local school district. A listing of the area coordinators can be found in this report.

In fiscal year 1971-72, eight regular term area projects were funded. They provided diversified educational, health, nutritional and social services for migrant students from kindergarten through high school. A complete description of these eight regular term projects can be found in the project description section of this report.

Although the major emphasis projected by the state plan was on the development of regular term projects, provisions were also made for summer school programs. Eight area projects for summer programs were funded and implemented during the summer of 1972. The summer projects were designed primarily for children ages 5–14 and were directed towards improving reading and communication skills, diversified school and field trip experiences and health and nutritional services. A complete description of the summer school programs can be found in this report.

The regular term projects and the summer school projects were designed for children at the preschool through twelfth grade level. These programs formed the major core of migrant education in the state. In addition to these programs, there were two programs designed to serve post-secondary students. One was an undergraduate program in bilingual education located at Eastern Oregon College and the other was a high school equivalency program located at the University of Oregon. Both of these projects are described in this report.

Migrant Education Service Center

Introduction:

The Migrant Education Service Center (MESC) was contracted to function as a service center for project and nonproject districts that served migrant students. The Oregon Board of Education employed only a migrant education coordinator and a secretary, and this was not sufficient staff to provide all the supervisory activities required for adequate administration of the total migrant program, therefore, certain responsibilities were delegated to the MESC staff. Their major activities were to coordinate state-wide and district inservice programs, implement the National Interstate Migrant Student Record Transfer System, serve as a library for educational materials and equipment and function as a liaison with other agencies who were providing services for migrants in Oregon. The MESC was also involved in program monitoring, evaluation and development.

To implement these responsibilities the MESC was staffed by two consultants. Mr. Alton Byrd served as director of the MESC and coordinated the Migrant Student Transfer System and he was also involved in monitoring activities. Miss Kay Birge was the other consultant and she coordinated the inservice program for the areas at the state and local levels. She was also involved in program development at the preschool level. There were two terminal operators-secretaries, Sherrie Nevins and Karen Willett, who worked with the Record Transfer System and performed secretarial services for the Center. A media manager, Mr. Rick Hoefling, served as the coordinator of the educational materials and equipment. He also provided video taping services for any of the areas in need of this type of assistance.

Each of the major roles of the MESC are explained in more detail in the following paragraphs.

Inservice

One of the major inservice goals of the MESC was to plan the state inservice conference which was held in the fall. This conference was designed to remediate an identified need of the project areas, and was followed with a number of local conferences to further reinforce and implement the ideas provided at the state conference. In order to plan this conference, meetings were held with area directors, local administrators and resource teachers to determine their needs and priorities. From these meetings, and after reviewing the proposals submitted by the area coordinators, it was determined that the conference would concentrate on the role of the resource teacher in the teaching of reading. The concept of individualization in reading was also emphasized. The state conference was held for two days with 150 participants. Drs. Nicholas Silvaroli and Warren Wheelock conducted the conference and they provided instruction in the use of informal reading inventories, vocabulary evaluation and word attack skills. From this conference, ideas were generated that were used in monthly follow-up sessions conducted throughout the state by the MESC. The subject of these meetings varied depending on the area in which they were conducted but they included follow-up on the skills presented at the conference as well as suggestions for the implementation of resource centers and the teaching of reading in these centers.

The following schedule is an outline of the inservice programs that were developed.

1. September–October. Identification of local area program objectives and needs.
2. November. Selection of a date, consultants and place for state conference.
3. December. State conference for teachers, administrators and aides.
4. January. Develop with local education associations and area personnel, regional follow-up schedules.
5. January — May. Conduct regional follow-up in Malheur and Klamath Counties and Willamette Valley.

In addition to the reading-centered inservices, a set of monthly preschool meetings were conducted throughout the state. The two major geographic areas served were the Willamette Valley and Malheur County. The focus of the meetings were on program development and implementation of curriculum materials. In addition to these monthly meetings, two state-wide preschool conferences were held, one in the fall and one in the spring. The fall conference emphasized implementation of instructional programs and the spring conference served as an evaluation and review for the year.

A schedule of the inservice meetings conducted by the MESC during the 1971-72 school year is provided (see below). A summary of these meetings indicates that: (1) 30 programs were conducted dealing with language arts for 72 hours attended by 671 participants; (2) 14 programs for preschool teachers and aides for 54 hours attended by 266 participants; (3) eight programs dealing with rhythms and P.E. activities for 21 hours attended by 178 participants; (4) ten programs on cultural differences for 17 hours attended by 213 participants; (5) 13 programs concerning the record transfer system for 14 hours attended by 192 participants; (6) six programs concerning orientation to the Title I-M program for six hours attended by 112 participants; (7) four programs concerning objectives and evaluation for summer school programs for four hours attended by 77 participants.

Schedule of Inservice Meetings – 1971-72

Date	Subject
SEPTEMBER	
21	One-hour in-service for 20 Klamath County administrators, teachers, and aides concerning Migrant Student Record Transfer System.
OCTOBER	
8	One-hour in-service for 21 preschool teachers and aides dealing with the Migrant Student Record Transfer System.
9	Two-hour in-service for 21 preschool teachers and aides involving use of rhythms and folk dances.
9	Two-hour in-service for 21 preschool teachers and aides reviewing Oregon's Preschool Curriculum Guide.
12.	One-hour in-service for 10 teachers and aides at Marion Elementary School dealing with Migrant Record Transfer System.
14	One-hour in-service for 21 administrators, teachers and aides in Malheur County for Migrant Student Record Transfer System.
19	Two-hour in-service for 19 participants in Hillsboro dealing with folk dances and rhythms.
26	One-hour in-service for 17 participants in Hillsboro dealing with Cultural Differences.
NOVEMBER	
10	One-hour in-service at Gervais for 21 participants dealing with Cultural Differences.
23	Three-hour in-service relating science activities for primary grades for 30 teachers and aides.
24	Three-hour in-service on intermediate reading methods for 30 teachers and aides.
30	Two-hour in-service on science activities for 15 preschool teachers and aides in Malheur County.

DECEMBER

2–3 State Conference on Reading for 150 teachers and administrators. A time breakdown for the 10 hours included 2 hours on informal reading inventory, 2 hours demonstrating and interpreting informal reading inventories, 2 hours on materials for language development, 2 hours on word attack skills, and 2 hours dealing with individual problems in word attack.

13 Three-hour in-service dealing with informal reading inventories and word attack skills for 10 teachers and administrators at Butte Creek.

JANUARY

11 Two-hour in-service on learning games and how to use them for 10 teachers and administrators at Butte Creek.

14 One-hour in-service on Migrant Record Transfer System for 20 teacher aides in Yamhill County.

19 Two-hour in-service on Oral Language Development for 15 Willamette Valley preschool teachers and aides.

25 One-hour in-service on Oral Language Development for 20 Malheur County preschool teachers and aides.

25 Three-hour in-service on Diagnostic Methods in Reading, Word Attack Skills, and Syllabication for 25 administrators, teachers, and aides in Klamath County.

26 One-hour in-service on Oral Language Development for 20 Malheur County preschool teachers and aides.

28 Two-hour in-service on Cultural Differences for 18 participants at Eastern Oregon College.

31 Three-hour in-service for 30 reading teachers in Willamette Valley on the Ontario Learning Centers.

FEBRUARY

9 Two-hour in-service on special reading materials and equipment for primary grades at Butte Creek for 10.

17–19 Two evening sessions and Saturday morning for 10 hours dealing with Mexican art, food, dance, and customs for 25 Willamette Valley preschool teachers and aides.

19 Two-hour in-service for 20 participants at Mt. Angel about rhythms and folk dances.

22 Two-hour in-service on Dayton Learning Center for 20 teachers and aides in Malheur County.

23 Two-hour in-service on Oral Language Development for 20 teachers and aides in Malheur County.

24 Four-hour in-service for 32 Willamette Valley teachers and aides dealing with Task Analysis and Nyssa Learning Center.

FEBRUARY (cont.)

24 - 26 Two evening and Saturday repeat of 17 - 19 in-service for 20 Malheur County preschool teachers and aides.

29 Three-hour in-service on Oral Language Development for 29 Klamath County teachers and aides.

MARCH

13 Two-hour in-service on intermediate grade reading materials and equipment to 10 teachers and aides at Butte Creek.

14 Three-hour in-service on Task Analysis and Word Attack Skills for 31 Klamath County teachers and aides.

15 Four-hour in-service on Development of Motor and Perceptual Skills and Behavior Modification for 15 Willamette Valley preschool teachers and aides.

16 Three-hour in-service on Development of Oral Language Skills for 25 Willamette Valley teachers.

30 Two-hour in-service on Behavior Modification and the Reading Process for 30 Malheur County teachers and aides.

30 Two-hour in-service on Basic Concept Inventory and Behavior Modification for 15 Malheur County preschool teachers and aides.

31 Two-hour in-service on Development of Perceptual Skills for 35 Malheur County preschool teachers and aides.

APRIL

11 One-hour in-service on Migrant Student Record Transfer System for 10 West Stayton teachers and aides.

12 Four-hour in-service on Speech and Hearing Abilities for 15 Willamette Valley preschool teachers and aides.

17 Two-hour in-service on Klamath Falls Training Center for 20 Malheur County teachers and aides.

18 Two-hour in-service on Language Development and Reading for 25 Malheur County teachers and aides.

20 Three-hour in-service on Dayton Learning Center for 30 Klamath County teachers and aides.

26 Three-hour in-service on Behavior Modification Applied to Reading and Central's Learning Center for 55 Willamette Valley teachers and aides.

27 Two-hour in-service on Speech and Hearing Abilities for 10 Malheur County preschool teachers.

28 Two-hour in-service on Speech and Hearing Abilities for 10 Malheur County preschool aides.

MAY

3 — Two-hour in-service on Migrant Student Record Transfer System for 25 Malheur County administrators, teachers and aides.

11–13 — Final State Conference for preschool teachers and aides with 12 hours dealing with Writing Behavioral Objectives, Principles of Behavior Modification, Perceptual Development, and Development of Activities.

12 — Three-hour in-service on Perceptual and Motor Skills for 23 Klamath County teachers and aides.

16 — Two-hour in-service on Washington County Learning Centers for 20 Malheur County teachers and aides.

18 — Three-hour in-service on Dayton Learning Center and Operation for 30 Willamette Valley teachers.

24 — One-hour in-service on Orientation to Title I–M for Oregon State University graduate class of 30.

JUNE

2 — Two-hour in-service on rhythms and folk dances for 25 Valley Child Development Center staff.

7 — Seven-hour workshop on rhythms and folk dances for Idaho Summer School personnel.

8 — Six-hour in-service for 24 Summer School personnel at The Dalles dealing with Diagnostic Methods in Reading, Cultural Awareness, Migrant Student Record Transfer System, Rhythms and Folk Dances, Objectives for Summer School Programs, and Orientation for Title I–M.

9 — Five-hour in-service for 8 Summer School staff at Milton-Freewater dealing with Diagnostic Methods in Reading, Migrant Student Record Transfer, Orientation to Title I–M, Objectives for Summer School, and Providing Cultural Foods in the The Lunch Program.

9 — One-hour in-service on Goals and Objectives for Summer School to 40 Washington County Summer School personnel at North Plains.

12 — Two-hour in-service on rhythms and folk dances for 5 Milton-Freewater teachers and aides.

13 — One-hour in-service on Migrant Record Transfer to 10 Summer School personnel at West Stayton.

13 — One-hour in-service on Cultural Awareness for 60 Marion County Summer School teachers and aides.

16 — Six-hour in-service to 15 Summer School personnel at Hood River concerned with Orientation to Title I–M, Diagnostic Methods in Reading, Cultural Differences, Migrant Record Transfer System, Goals and Objectives for Summer School and Orientation to Title I–M.

19 — One-hour in-service on Informal Reading Inventories for 5 teachers and aides at Milton-Freewater.

21 — One-hour in-service for 10 Malheur County Summer School personnel on record keeping for individualized instruction.

JULY

12	One-hour in-service for 10 Summer School personnel at Mt. Angel on Migrant Record Transfer System.
15	Three-hour in-service on Rhythms and Folk Dances for 12 Summer School personnel at Dayton.
17	One-hour in-service on Migrant Record Transfer to 5 staff members at Albany Child Care Center.
29	Three-hour in-service on Rhythms and Folk Dances to 12 Yamhill County participants.
30	Three-hour in-service on Cultural Awareness to 13 participants at Chemeketa.
31	Three-hour in-service on Cultural Awareness to 11 Yamhill County participants.

Migrant Student Record Transfer System

The National Interstate Migrant Student Record Transfer System enables schools to obtain school related information on migrant children as they travel from school to school and state to state. The aim of the system is to make background information on migrant children available to local educational agencies within 24 hours after receipt of a request for the information so that programs can be planned for the child and efforts will not be duplicated. The National Migrant Data Bank is located at the University of Arkansas Medical Center, Little Rock, Arkansas. Schools in Oregon enrolling migrant children are connected to the Data Bank Computer by a telephone and teletype communication system.

The System was implemented in Oregon through three terminals which provided direct access to the data bank in Little Rock. Two of the terminals were located in Salem and one in Ontario. Terminal operators called local schools on a weekly basis and transmitted information on migrant students to the data bank in Little Rock, Arkansas. Newly enrolled migrant students had their records sent directly to the schools from Little Rock.

In order to serve all schools in Oregon that enrolled migrant students, each terminal operator had a scheduled list of 20 different schools to call on a daily basis. The terminal operator in the Ontario area could also contact the schools she was serving on a daily basis.

Management of Materials and Equipment

The MESC had a library of educational equipment and materials available for loan to the areas serving migrant children. Materials were loaned on a temporary basis and stored on a permanent basis at the MESC. Equipment and materials included: Hoffman Readers, Language Masters, film strip projectors, motion picture projectors, overhead projectors and sewing machines. A variety of reading materials were available as well as language materials and other miscellaneous educational materials and programs.

Another service was the production of video tapes and 35mm slide-audio-tape programs depicting the learning or resource centers in several of the areas in Oregon. These programs were used in the inservice program at the regional meetings. Each areas program was put into a 40–60 minute presentation and used in these meetings. Programs were available on the projects from the Polk County area, Malheur area, Klamath area, Washington County area, and the Yamhill County area.

Miscellaneous Activities

The MESC along with a consultant from the migrant program at the state level, conducted monitoring and evaluation activities throughout the state. Monitoring of projects was done in the fall and winter and this involved interviewing area coordinators, district administrators and migrant staff to determine the type of programs being conducted in the areas. Figure 1 shows questions used in conducting the monitoring. Once the required information had been acquired a report was submitted to the area coordinator and, whenever possible, program recommendations were discussed in conference with him.

Figure 1

MONITOR REPORT

Check List
for
Migrant Education Programs

Date of Visit _____ Observer _____

Project Visited _____ Area _____

I. Basic Information

a. Locations visited: office, school buildings, leased facility, portable classroom, etc.

b. People interviewed: project director, teacher, aide, school superintendent, etc.

c. Check inventory and determine if equipment and material purchased with Title I, Migrant Amendment funds are being used in the migrant program.

d. To what extent has service of MESC been utilized?

II. Student Identification and Recruitment

a. To what degree does the district cooperate with the MESC in implementing the student record transfer system?

b. Recruiting activities

1. Who does the recruitment; what is the time commitment?

2. Are Certificates of Eligibility completed for all students enrolled in the migrant program?

3. What percent of the students are **inflow** students?

c. Number of migrant students enrolled

1. Pre-kindergarten and kindergarten _____

2. Primary _____

3. Elementary _____

4. Secondary _____

d. What criteria is used for grade placement?

III. **Staff**

a. Are staff assignments compatible with those projected in project proposal; indicate exceptions?

b. What experiences have staff members had in working with migrant or disadvantaged children?

c. Number of staff members

1. From target group _____

2. Bilingual _____ _____

d. What preservice or inservice training has been provided for staff members?

e. In what activities do the aides participate?

f. Has any effort been expended to involve volunteers or tutors in the program; if so, what are their duties?

IV. **Curriculum**

a. What provisions are made to identify and accommodate individual differences?

b. What methods and materials are used for language development?

1. Kindergarten

2. Primary

3. Elementary

4. Secondary

c. Are the program and activities compatible with those projected in the project proposal?

d. What is being done to instill in the students an appreciation of their own cultures?

e. Is there any evidence of development of students' self concepts?

f. Do the students appear to be compatible in and identify with the school environment.

g. Is the program accommodating the needs of the children in the area of:

1. Academics

2. Vocational Training

3. Health

4. Nutrition

5. Clothing

V. **Coordination and Community Relations**

a. Does the school involve the target group parents in the school activities?

b. Does the school seek and obtain support from the community?

c. Are the services of other agencies and institutions, both public and private coordinated to enhance the program?

d. Does the school communicate with the parents regarding the students needs and progress?

VI. **General**

a. What evidence is there that the district is or is not complying with the requirements of the third party audit?

b. What do the project staff members feel are the major strengths and weaknesses of the program?

c. What do you consider the major strengths or weaknesses of the program?

d. What modification of the program do you recommend?

e. Which project staff members did you interview while visiting the program?

f. What recommendations did you make to the project director or school administrator?

During the spring of the year, evaluation information was gathered from the area coordinator concerning his migrant program. Figure 2 presents the questions used in gathering this information. When these data had been acquired they were formulated into a report and returned to the area coordinator for his information.

Figure 2

PROGRAM EVALUATION GUIDE

TITLE I, MIGRANT AMENDMENT

I. Describe exemplary projects.

III. What is procedure for grade placement? (age, tests, teacher opinion, record transfer, etc.) What instruments are used?

V. Briefly describe degree and manner Title I and Title I, Migrant programs are coordinated.

VI. How are programs coordinated with services provided by other agencies? (i.e., health, Valley Migrant League, dental schools, day care, church groups, community action groups, etc.)

VII. Describe in-service programs. Include number and classification of personnel served, time of participation, type of training. How many staff hours were spent in intraproject in-service? (teachers, aides, tutors, volunteers, home-school coordinators, etc.)

VIII. Describe how nonpublic school children participated.

X. How are parents involved in the program planning? Dates of advisory committee meetings? How are parents and other members of the community participating in classroom activities and in the extracurricular activities?

XII. Describe services in vocational education or job opportunity training; the number and grade level of students involved and type of training.

XIII. Describe how equipment or construction purchased enhance the program. Are inventory cards updated? Is there an audit trail for disposed of or missing equipment?

XV. How is the migrant program integrated with the regular school program?

XVI. How are staff members used? (teachers, aides, volunteers, resource personnel, tutors, etc.)

XVII. Describe new programs implemented this year.

XVIII. Give general critique of program. What are strong points? What are weak points? What are your recommendations for change?

XIX. What is the student recruitment process? Are signed Certificates of Eligibility on file? What services does the home-school coordinator provide?

XX. Have the conditions of the Statement of Assurances been complied with?

Through the use of the monitoring and evaluation reports the Migrant Education Program at the state level was able to supervise the activities of local areas and the local areas received feedback concerning their program as viewed by state personnel.

The MESC provided liaison with local school districts and community agencies such as Community Coordinated Child Care Agencies, Migrant-Indian Coalition, Oregon State Health Department and the Mid-Columbia Community Action Council. The reason for the liaison was to assist in the development of complete and adequate programs for migrant children. Results of these efforts were extended day programs for migrant children through day care centers, health care services and a more complete educational program for the children in some areas. The staff of the MESC was also involved in program development. This involvement assisted existing programs in improving their educational components and it also assisted new programs in their planning. Preschool classes and resource centers were visited by MESC staff and teachers and aides were provided with suggestions for modifying and improving their programs. Suggestions were provided in an open discussion with the teacher, her aide and the consultant from the MESC. Often times the objectives of the program were discussed, to determine the extent to which they were being met in the daily program.

As a result of the preschool activities two unique types of evaluation formats were developed. The first centered around the Preschool Academic Checklist, a Checklist designed to give a quick assessment of academic readiness skills. Once the teacher had made the initial assessment, she was provided directions on how to plot the information acquired onto a class profile. The teacher could then plan specific instructional programs to meet the identified deficiencies of individuals as well as small groups of children. As the children acquired the skills presented, the teacher indicated on the profile when the child had learned the particular skill. In this way she was able to continually monitor and evaluate the child's progress and thus there was no need to give a posttest on the Checklist. This also helped in providing evaluation data on children who left the program prior to the end of the school year. If the records were up-to-date the child's progress could be assessed and reported no matter when he left the program. In order for the teacher to summarize the progress of the total group, a summary sheet was provided for the Preschool Academic Checklist. Figure 3 presents this summary sheet. Each of the skills assessed on the Checklist are listed. There is a place for the teacher to indicate the number of children who could successfully complete the tasks when they were initially assessed and the number of children who could complete the task at the end of the school year. This formed the basis of evaluation in all of the preschool programs during the regular programs as well as during the summer programs.

This type of format was also used with the Northwestern Syntax Screening Test which was used to assess the abilities of the children in Standard English. The test is composed of 40 items at the receptive and expressive levels. In designing the evaluative format the teachers were first instructed on how to use the test. The various language skills assessed were identified and placed on a class grid sheet and the teacher then indicated the language skills that the child successfully completed on the test. When the teacher had completed this for her entire class she was able to identify children who were deficient on specific language skills assessed. She then followed the same type of procedure as described with the Preschool Academic Checklist. A summary sheet was also designed for this test and is shown in Figure 4. This summary sheet shows the language skills assessed and a column is provided to indicate the number of children who could successfully complete the language skills when they were initially tested and the number who could complete the skills at the end of the program. This type of format was used at the preschool level and many of the summer programs to provide evaluative data on the children's language progress.

Not only was the MESC responsible for providing this type of program development but they were also instrumental in assisting areas in developing their proposals and educational programs. This type of service was provided to a number of the areas.

Figure 3

Preschool Academic Checklist
Summary Sheet

Task	Pre	Post
Knows his name		
Arithmetic		
Counting		
Counting 1 – 10		
Counting 1 – 20		
Counting Objects 1 – 10		
Naming Numerals 1 – 10		
Matching Numerals to Objects 1 – 5		
Recognizing Shapes:		
Rectangle		
Circle		
Square		
Triangle		
Recognizing Size:		
Big		
Little		
Knowledge of Time:		
Get up		
Eat lunch		
Go to bed		
Reading		
Recognizing Right and Left:		
Right		
Left		
Recognizing Difference Between		
Words and Pictures		
Recognizing the Same and Difference		
Shapes		
Letters		
Recognizing Letters:		
a		
i		
n		
p		
t		
m		
Recognizing Sounds:		
s		
m		
t		
n		
p		
d		

Task	Pre	Post
Recognizing Words:		
cat		
dog		
red		
chair		
door		
boy		
Writing		
Writing My Name		
Writing Numbers		
Colors		
Identify by Pointing:		
red		
blue		
green		
orange		
yellow		
white		
black		
brown		
Identify by Naming:		
orange		
black		
red		
green		
yellow		
blue		
brown		
white		
Telling Time		
Clock 1 – 9:00 or 11:45		
Clock 2 – 4:30		
Recognizing Coin Money		
Penny		
Nickel		
Dime		
Knowledge of Money		
Five pennies/one nickel		
Dime/two nickels		

Figure 4

NORTHWESTERN SYNTAX SCREENING TEST

RECEPTIVE TASK	Pre	Post
Nouns		
Plurals		
Possessive		
Verbs		
Present tense		
Past tense		
Future tense		
3rd person		
Prepositions		
in		
on		
under		
behind		
Pronouns		
he		
she		
her		
their		
himself		
Not Statement		
Reversal of Subject/Object		
This and That Concept		
Question Words		
who		
what		
where		
Understanding sentences		
statements		
questions		

EXPRESSIVE TASK	Pre	Post
Nouns		
Plurals		
Possessive		
Verbs		
Present tense		
Past tense		
Future tense		
3rd person		
Prepositions		
in		
on		
under		
behind		
Pronouns		
he		
his		
she		
their		
himself		
Not statement		
Reversal of Subject/Object		
This and That Concept		
Question Words		
who		
what		
where		
Understanding sentences		
statements		
questions		

Evaluation Plan

The Migrant Education Section of the Department of Public Instruction for the State of Oregon determined that the migrant education projects should have a third party evaluation in order that the degree to which projects were successful might be determined objectively.

In June 1971, the Teaching Research Division of the Oregon State System of Higher Education was contracted to design and implement a third party evaluation plan for the migrant education programs.

After the projects had been selected for funding by the advisory committee in May, 1971, Dr. William Moore from the Teaching Research Division and the coordinator of migrant education programs for the state, Mr. Elton Minkler met with each of the area coordinators prior to the commencement of their projects. The purpose of this meeting was to finalize the evaluation plan for their particular project. This final evaluation plan entailed the determination of which measurement instruments were to be used and the method of conducting these measurements with these instruments. The same procedure of meeting with the area coordinators was followed for those projects which were funded for the summer period.

During the school year the Teaching Research consultant visited each project twice to insure that the evaluation procedures were being provided as planned. Staff from the MESC and a consultant from the State Department of Education also visited the area projects, not only serving as advisors to project directors in the conduct of the project but also concerning themselves with the progress of the evaluation. In addition, the coordinator of migrant programs visited each of the projects as a further check to insure that their progress and evaluation procedures were proceeding in accordance with the plan.

A like procedure was followed for the summer projects although the Teaching Research consultant was able to visit each of those projects only once.

After the final report of each project was prepared and submitted by the area coordinator the results were examined, treated statistically where necessary and determination made as to how successfully the project achieved its stated purposes. The results of that determination are reported here.

The cost to the state for this third party evaluation by the Teaching Research Division was $17,500, which included not only initial planning with project directors and visits to project sites but also the drafting of this report including computer usage and statistical computations.

Review and Discussion of State Program Objectives

This section provides a description and review of the results of the 1971-72 Migrant Education Program in Oregon. A more complete description of each project conducted during the year can be found in the description of the separate projects in this report. This section will provide only a brief overview.

Objective 1. Provide diagnostic and prescriptive, each-one-teach-one or tutorial educational services for all migrant students who do not have the educational background to function in a regular classroom situation.

This objective was met in all programs as this concept formed the major emphasis of migrant education in Oregon. Diagnostic and prescriptive assistance was provided to identified migrant children by the resource teachers and their aides. The resource teachers and aides worked with migrant students who did not possess the educational skills to function in a regular classroom situation. They helped provide these needed skills in a resource room or in the regular classroom setting. At no time was the child enrolled in a self-contained, segregated classroom or program outside the regular school situation. A more complete description of the resource teacher and aide role in the projects can be found in the individual program descriptions.

Objective 2. Provide career ladder educational opportunities for target group noncertified personnel.

These opportunities were provided to the aides, the majority of whom were representatives of the target group and were noncertified. The inservice programs were provided both by the local areas and by the Migrant Education Service Center. A description of one of the programs conducted by the Migrant Education Service Center can be found in the Marion County regular year report.

Objective 3. Provide both educational and cultural inservice programs for all project administrators and migrant education staff members.

This objective was met through the work of the Migrant Education Service Center. They provided a variety of inservice programs throughout the state in both the educational and cultural areas. A complete listing and brief description of these inservice programs can be found in the description of the Migrant Education Service Center which is in the introduction of this report.

Objective 4. Develop format and guidelines for third party evaluation and contract for evaluation of all migrant education programs.

This objective was met through the contracting of Teaching Research to conduct third party evaluation of the migrant programs in the state. This report represents the outcome of that evaluation. A complete description of the evaluation plan can be found in the introduction of this report.

In reviewing the third party report, it should be pointed out that this was the first year that the area coordinators had the responsibility of working with a third party evaluator. In most all respects, the required evaluative data was collected, however, in some areas the evaluative data was not obtained. When this occurred, the area coordinator and his staff were alerted and they were encouraged to acquire the needed information for evaluative purposes. It should be noted that the state Title I–M migrant program did not impose state-wide testing upon the local areas. It was felt that the best way to gather evaluative test data was to use the results of testing that was normally conducted in the local districts. In most cases this proved sufficient data to evaluate programs, however, in some areas the district testing program did not allow for adequate evaluation of educational outcomes. In these areas, it may be necessary for the area director to assume more responsibility for testing children and gathering evaluative data. A concept that appeared in almost all of the project proposals, concerned the development of a positive self concept of the children in the programs. Because of this, the state program provided a self-appraisal inventory to be used in the evaluation of this objective. Many of the areas did not administer the test and those who did found that the results indicated that the test was not adequately measuring a child's

self-concept. Results of this testing can be found in the project descriptions. For further information concerning the self-appraisal inventory provided by the state, contact Dr. William Moore at Teaching Research, Monmouth, Oregon.

In reviewing the results of the various projects, one should keep in mind that only those students who were experiencing difficulty in the regular school program received special assistance. Thus, only those migrant children who were the most deficient in the educational system were served. This should be remembered as one reviews the results of the programs.

The major program emphasis at the preschool and primary level was in the area of language development and reading. Results at these levels were analyzed through the use of a t test for group means to determine if significant growth had been made. Those districts that presented results in language, especially those reporting the Basic Concept Inventory scores, made significant growth in this area which indicates the strength of the language programs being conducted. Also those districts that evaluated the development of sight vocabulary generally made significant growth in this area. On measures of more general reading ability, significant growth was not shown, however, the majority of the district results did indicate that the children were making progress in reading. The only exception to this would be for those students at the junior and senior high school levels where growth was very minimal and in some cases, no growth was shown. Generally speaking, the programs were very effective at the preschool and elementary level in providing the children with the needed skills in language and reading, however, the programs were not as effective for the older group of children. Specific descriptions of the programs along with recommendations for change are provided in the description of the projects in this report.

Objective 5. Generate records on no less than 95% of all migrant students enrolled in Oregon Public Schools.

The programs were able to generate records on approximately 82% of all migrant students enrolled in Oregon Public Schools. Thus the program failed to identify approximately 13% of the students needed to meet this objective. Tables I and II provide a breakdown of the pupils identified by grade level. Other statistical data is also included.

Objective 6. Develop a guide and provide special inservice training for preschool program implementation.

With the help of the Migrant Education Service Center and the assistance of Kay Birge, the preschool teachers developed a curriculum guide that is used in implementing the preschool programs throughout the state. Continual state-wide inservice programs were conducted for the preschool teachers where they planned the guide and reviewed its implementation. It should be noted that Oregon does not provide state supported public kindergartens and the program for preschool migrant children conducted by Title I–M is considered exemplary within the state, because it provides needed services for disadvantaged or learning handicapped migrant preschool children. A complete description and listing of the inservice programs conducted by the Migrant Education Service Center can be found in the introduction of this report.

Objective 7. Provide home-school consultant services for all migrant education programs.

All areas provided this service and a description of the services can be found in the separate project reports.

Objective 8. Provide free lunch and health services for all students requiring these services.

Each individual area project provided these services to children in need. A complete breakdown of this can be found in the supplementary statistical data in Tables I and II.

TABLE I

Regular Year Projects 1971-72

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	392	271.2
First	585	389.7
Second	490	342.3
Third	481	334.3
Fourth	459	663.3
Fifth	450	329.7
Sixth	340	279.7
Seventh	287	205.4
Eighth	239	391.1
Ninth	240	189.3
Tenth	169	126.4
Eleventh	137	94.4
Twelfth	100	172.4
Total	**4,385**	**3,154.9**

Certified Personnel Employed

Bilingual	
Target	10
Other	11
	11
English-speaking	
Target	2
Other	21
Total	**52**

Supplementary Statistical Data

Total Bus Miles	77,294		
Health Examinations	354		
Health Referrals	489		
Dental Examinations	416		
Dental Referrals	310		
Breakfasts	63		
Morning Snacks	21,856		
Hot Lunches	17,268		
Afternoon Snacks	21,376		
Number of Teachers	54		
Number of Aides			
Target	82		
Other	43.5		
Bilingual	78	Total	126.5
Number of Volunteers			
Target	38		
Other	11	Total	60

TABLE II

Summer Projects – 1972

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	449	241.7
First	245	205.5
Second	222	129.2
Third	189	117.0
Fourth	132	99.5
Fifth	130	71.5
Sixth	133	146.4
Seventh	13	4.7
Eighth	2	1.4
Ninth	1	1.0
Tenth		
Eleventh		
Twelfth		
Total	**1,566**	**918.1**

Certified Personnel Employed

Bilingual	
Target	10
Other	15
English-speaking	
Target	1.9
Other	44
Total	**66.9**

Supplementary Statistical Data

Total Bus Miles	72,556		
Health Examinations	683		
Health Referrals	237		
Dental Examinations	1,139		
Dental Referrals	400		
Breakfasts	32,448		
Morning Snacks	27,728		
Hot Lunches	38,553		
Afternoon Snacks	30,553		
Number of Teachers	69		
Number of Aides			
Target	55.3		
Other	25		
Bilingual	61	Total	82.2
Number of Volunteers			
Target	19		
Other	44	Total	63

REGULAR YEAR PROGRAMS

1971-72

Area Name:	*Hood River County School District*
County:	*Hood River*
Funding Allocated:	*$18,210*
Project Beginning Date:	*September 7, 1971*
Project Ending Date:	*November 24, 1972*
School Session:	*Fall*
Number of Migrant Students Enrolled:	*172*

Introduction:

Hood River County School District was the only district participating in the program. The total number of public school migrant students enrolled (172) were divided into grades preschool through twelfth as seen in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 3 teachers, 6 aides and 2 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool		
First	41	30.5
Second	40	29.6
Third	28	21.4
Fourth	21	15.5
Fifth	18	12.5
Sixth	9	6.6
Seventh	6	5.2
Eighth	5	4.3
Ninth	4	3.3
Tenth		
Eleventh		
Twelfth		
TOTAL	**172**	

TABLE II

Certified Personnel Employed

A. Bilingual	
1. Target group	0
2. Other	1
B. English-speaking	
1. Target group	2
2. Other	
TOTAL	**3**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total Bus Miles	0	
B. Health Examinations (Doctors)	5	
C. Health referrals and screened and treated	47	
D. Dental Examinations, flouride application and oral hygiene	47	
E. Dental referrals	17	
F. Breakfasts	0	
G. Morning Snacks	62	
H. Hot Lunches	172	
I. Afternoon Snacks	172	
J. Number of Teachers	3	
K. **Number of Aides**		
1. Target Group	0	
2. Other	5	
3. How many are bilingual?	2	Total 6
L. **Number of Volunteers**		
1. Target Group	2	
2. Other Spanish class	0	Total 2

Objectives and Evaluation Plan:

Primary Grades 1-3

1. Given 54 days of instruction at least one and one half hours a day in reading skills in oral reading, accuracy, speed and comprehension, the student will show ½ year or more improvement in grade level achievement.

This objective was to be evaluated by administering the Gates-MacGinitie and/or Harper-Row Achievement Test on a pre- posttest basis.

2. Given 54 days of instruction, 40 minutes a day in computation skills, the student will improve his arithmetic achievement one half year.

This objective was to be evaluated by administering the Inter-American Test of General Abilities on a pre- posttest basis.

3. Given 54 days of various learning activities in the area of self-image development the child will show a growth in self-concept and in self-image.

This objective was to be evaluated by administering a self-concept, self-image test on a pre-posttest basis.

Intermediate Grades 4-6

4. Given 54 days of instruction at least one and one half hours a day in reading skills in oral reading, accuracy, speed and comprehension, the student will show ½ year or more improvement in grade level achievement.

This objective was to be evaluated by administering the Gates-MacGinitie and/or Harper-Row Achievement Test on a pre- posttest basis.

5. Given 54 days of instruction, 40 minutes a day in computation skills, the student will improve his arithmetic achievement one half year.

This objective was to be evaluated by administering the Inter-American Test of General Abilities on a pre- posttest basis.

6. Given 54 days of various learning activities in the area of self-image development the child will show a growth in self-concept and in self-image.

This objective was to be evaluated by administering a self-concept, self-image test on a pre- posttest basis.

Secondary Grades 7-9

7. Given 54 days of instruction at least one and one half hours a day in reading skills in oral reading, accuracy, speed and comprehension, the student will show ½ year or more improvement in grade level achievement.

This objective was to be evaluated by administering the Standford Diagnostic Test on a pre- posttest basis.

8. Given 54 days of instruction, 40 minutes a day in computation skills, the student will improve his math achievement one half year.

This objective was to be evaluated by administering the Inter-American Test of General Abilities on a pre- posttest basis.

9. Given 54 days of various learning activities in the area of self-image development the child will show a growth in self-concept and in self-image.

This objective was to be evaluated by administering a self-concept, self-image test on a pre- posttest basis.

Methodology:

In order to implement its migrant program, the district employed three teachers and five teacher-aides to work during the three month period that the migrants were in the area. The three teachers had self-contained classrooms in which they work exclusively with migrant children in all subject areas except music and physical education. For these subjects, the children participate in the regular school program. In the schools where it did not justify having a full-time migrant teacher, the migrant students were enrolled in regular classes and were assisted by teacher-aides hired by the migrant program. This assistance included remedial help for students, assisting teachers in preparing classroom materials and helping to conduct extracurricular activities in the areas of art, music, and physical education.

The major emphasis of the program was in language and reading improvement as these were the two academic areas that were stressed in the total program. The teachers used a variety of materials to teach these academic programs. At the primary level such materials as Peabody Language Development Kits, record players, teacher-made materials, charts, and filmstrips were used. At the elementary level, Peabody Kits, cassett tape recorders, SRA reading materials, workbooks, listening posts, teacher-made materials films and filmstrips were used. These materials were used for instructional purposes either by the teacher or her aide. In order to assist the teachers and aides in developing more comprehensive language programs, an inservice training session was conducted in oral language development by the staff of the MESC for the migrant personnel in the district.

In addition to the assistance provided by the migrant program, regular Title I personnel assist the migrant students. In Parkdale Elementary school, the Title I Reading Specialist provided remedial reading instruction in the second and third grades one half hour a day. At the MidValley Elementary School the Title I Reading Specialist provided instruction in developmental reading to migrant children. The Title I-M supervisor helped with the evaluation and program planning with both migrant and Title I teachers in the district. He also assisted the classroom teachers in the schools in which the migrant children were enrolled in the regular school program. In addition to this assistance, the home school coordinator, who worked primarily in recruitment activities, conferred with the teachers and aides concerning the social and economic conditions of the students.

A number of cultural activities relating to the Mexican-American children were introduced and conducted in the program. These included the use of Spanish songs, and games. Of special note was the utilization of two Mexican-American high school students as tutors in the program. It was reported that this was a very successful venture and the high school students provided much needed help as interpreters in working with young children. It was also reported that it gave the high school students a sense of responsibility.

A day-care center in Parkdale provided care for primary and elementary age children at the end of the school day. They went to the day-care center and remained until their parents had finished their work. The day-care center not only provided this service, but it also provided clothing for families in need.

Results:

Primary Grades 1-3

1. Given 54 days of instruction at least one and one half hours a day in reading skills in oral reading, accuracy, speed and comprehension the student will show ½ year or more improvement in grade level achievement.

Table IV presents the Harper-Row Reading Test scores for the children in grades 1-3. These scores are reported as percentile scores.

It can be noted on Table IV that children showed improvement in reading. The scores on the posttest show an increase from the 50th percentile to the 100th percentile. This could indicate that fewer children were scoring at the lower percentile and more children were scoring at the higher percentiles. More scores were reported for the pretest than were reported for the posttest, indicating that some of the students did not take the posttest. It should be further noted, that as reported in Table I, 154 students took the pretest and 133 took the posttest, however, the district enrollment figures indicated only 109 migrant students in grades 1-3. This suggests that there were approximately 40 extra scores reported in Table I.

2. Given 54 days of instruction, 40 minutes a day in computation skills, the student will improve his arithmetic achievement one half year.

No results were reported for this objective.

3. Given 54 days of various learning activities in the area of self-image development the child will show a growth in self-concept and in self-image.

This objective was to be evaluated by administering a self-concept test on a pre- posttest basis. Results submitted indicate that only 20 children were given the pretest and only six took the posttest. Testing was not sufficient to provide information concerning change in the children's self-concept. However, it was reported by the staff that they felt the children were communicating better with adults than they were when they entered the program and that they had become more "bright and cheerful." They also indicated that the migrant children were relating better with their peers and they were being accepted more easily by the other children in the school.

TABLE IV

PRETEST		POSTTEST		DIFFERENCE	
N	Percentile	N	Percentile	N	Percentile
6	0–10%	1	0–10%	–5	0–10%
22	10–20%	7	10–20%	–15	10–20%
32	20–30%	16	20–30%	–16	20–30%
38	30–40%	15	30–40%	–23	30–40%
38	40–50%	26	40–50%	–12	40–50%
9	50–60%	20	50–60%	11	50–60%
8	60–70%	32	60–70%	24	60–70%
0	70–80%	4	70–80%	4	70–80%
1	80–90%	10	80–90%	9	80–90%
0	90–100%	12	90–100%	2	90–100%
154		133			

TABLE V

PRETEST		POSTTEST		DIFFERENCE	
N	Percentile	N	Percentile	N	Percentile
8	0–10%	2	0–10%	–6	0–10%
21	10–20%	18	10–20%	–3	10–20%
28	20–30%	17	20–30%	–11	20–30%
42	30–40%	12	30–40%	–30	30–40%
31	40–50%	35	40–50%	–4	40–50%
16	50–60%	23	50–60%	7	50–60%
6	60–70%	20	60–70%	14	60–70%
2	70–80%	6	70–80%	4	70–80%
1	80–90%	8	80–90%	7	80–90%
0	90–100%	2	90–100%	2	90–100%
155		143			

Intermediate Grades 4-6

4. Given 54 days of instruction at least one and one half hour a day in reading skills in oral reading, accuracy, speed, and comprehension, the student will show ½ year or more improvement in grade level achievement.

Table V presents the Gates-MacGinitie Reading scores for the children in grades 4-6. The scores were reported in percentiles although the objective indicated that the children would show improvement as measured by grade level achievement.

Results indicated that growth was made, as fewer children scored in the lower percentiles on the posttest as compared with the pretest. More students scored at the 40th percentile and above on the posttest than on the pretest. Again it should be noted that the district enrollment figures indicated that only 48 intermediate children were identified in the program, but scores for 155 children were reported on the pretest and 143 were reported on the posttest. These results must be questioned as to where the 100 other scores were obtained.

5. Given 54 days of instruction, 40 minutes a day computation skills, the student will improve his arithmetic achievement ½ year.

No results were reported for this objective.

6. Given 54 days of various learning activities in the area of self-image development the child will show a growth in self-concept and self-image.

This objective was not evaluated.

Secondary Grades 7-9

No scores were reported for grades 7-9. The final evaluation report submitted by the district indicated that children in these grades were not covered in the migrant program. However, the district enrollment figures indicated that 15 children were identified in grades 7-9, and that a program was conducted at Wy'East Junior High School.

Third Party Evaluator's Comments:

In reviewing this project's results there are some factors that deserve commendation. One is the use of the day care facility

to provide assistance to the migrant children and their parents. The use of these facilities for after school programming is an excellent idea, especially for the younger children whose parents are still working in the orchards when the school day finished. The day care center was also able to provide other kinds of assistance to needy families. The use of high school tutors is a concept that should be explored more fully, not only by this district but by others serving migrant children.

The objectives and evaluation plan for the program need to be revised. The results of the reading test were reported in percentile scores when the objective stated that improvement would be noted by grade level achievement. Also, more children were reported as taking these tests than were identified by the district enrollment figures. Discrepancies of this type should be avoided and only those scores for migrant children actually in the program should be reported. It was impossible to ascertain from the results which scores applied to migrant pupils and which were those of non-migrants.

Some of the objectives stated in the proposal were not measured and this was especially true at the intermediate level. It was also indicated in the district final report that a program was not conducted at the secondary level (grades 7–12), and thus no evaluation was conducted on the stated objectives at this level. However, 15 students were reported as being in the program at the junior high level and the monitoring and observation reports prepared by the Oregon State Title I–M personnel indicated that a program was conducted at the junior high level.

It is recommended that the district set more realistic objectives for the students with whom they are working. These should be set by the teaching staff in conjunction with the area coordinator. Data should be reported for only those students who are identified as migrant and are receiving assistance under this project.

Area Name: *Culver School District*

County: *Jefferson*

Funding Allocated: *$5,107*

Project Beginning Date: *September 29, 1972*

Project Ending Date: *October 30, 1972*

School Session: *Fall*

Number of Migrant Students Enrolled: *31*

Introduction:

Culver School District was the only district participating in the program. The total number of public school migrant students enrolled (31) were divided into grades preschool through twelfth as shown in Table I. There were no non public school migrant children participating in the program. The personnel participating in the program were: 2 teachers, no aides, and 2 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Number Enrolled	Days Enrolled
Preschool	1	10
First	9	148
Second	2	30
Third	6	206
Fourth	2	27
Fifth	4	55
Sixth	5	270
Seventh		
Eighth		
Ninth	1	123
Tenth		
Eleventh	1	102
Twelfth		
TOTAL	**31**	**971**

TABLE II

Certified Personnel Employed

Numer of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target Group	
2. Other	
B. English-speaking	
1. Target Group	2 for 6½
2. Other	
TOTAL	**2**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles–(None in Addition to regular route)		
B. Health Examinations	16	
C. Health Referrals	5	
D. Dental Examinations	12	
E. Dental Referrals	7	
F. Breakfasts	0	
G. Morning Snacks–(One Kindergarten child for 10 days)	10	
H. Hot Lunches	971	
I. Afternoon Snacks	0	
J. No. of Teachers	2	
K. **No. of Aides**		
1. Target Group	2	
2. Other		
3. How many are Bilingual?	2	Total 2
L. **No. of Volunteers**		
1. Target Group	0	
2. Other	0	Total 2

Objectives and Evaluation Plan:

1. To provide educational programs for migrant children in the areas of language, writing, arithmetic and communication.

To evaluate this objective, whenever possible, standardized testing was to be conducted to determine the academic ability of these children. If testing was not possible, teachers were to report specific areas of improvement in academic areas where all children were involved.

2. To improve the nutritional standards for migrant children in the program.

To evaluate this objective, the number of free hot lunches served to the children was to be reported.

3. To provide medical and dental services for the migrant children in the program.

To evaluate this objective, the number of children screened for medical and dental services was to be reported. In addition, the children referred for treatment and those children receiving treatment was to be reported.

Methodology:

The project was initiated by first examining the enrollment figures of the Culver School District to determine the number of Spanish speaking children attending school. Thirty-six children were identified and through testing it was determined that special help in phonics and reading was needed. It was felt that a concentrated program in reading and phonics would help remediate their educational needs.

Due to the minimal number of migrant children in the school, they were all enrolled in the regular program leaving two aides free to conduct the concentrated phonics and reading program. The aides worked with as many as six groups of children divided between first through sixth grade. They used the Fairchild Sound Teaching for Instant Reading-Spelling method as well as texts from the Sullivan programmed Reading Series. Phonics charts were also used with the children and these were reviewed with the children on a daily basis and it was reported that they all were able to go through the charts individually, providing the proper names and sounds of the letters and blends presented on the charts. Each child read individually to one of the aides on a daily basis. In addition, listening stations, tapes, films, records and phonics games were used to reinforce the program. The majority of these materials were made available to the project by the Migrant Education Service Center.

It was reported that the program for the migrant children differed very little from the regular program except by the emphasis placed on the phonics and reading program conducted by the two aides. It was further reported that a great deal of individual help was provided to the children and this help was assisted by the teaching materials that were used in the program.

Results:

1. To provide educational programs for migrant children in the areas of reading, writing, arithmetic and communication.

This objective was to have been evaluated through the use of standardized testing if possible and if it were not possible the teachers were to report specific areas of improvement in the above mentioned academic areas for children involved. No standardized test scores were reported, although it was reported that testing was conducted. Specific areas of improvement were not reported by the teachers for the academic areas in which the children received special help. It was reported by the staff of the project, that the program this year was more beneficial to a greater number of children than ever before. It was reported that testing was done on the children at the end of the six weeks program and that all of the children had made definite improvement, any where from one to two grade levels in some instances. However, the test used was not identified and the results were not provided.

2. To improve the nutritional services for migrant children in the program.

Nine hundred and seventy-one hot lunches were served to the children during the course of the six week project.

3. To provide medical and dental services for the migrant children in the program.

Sixteen children were provided with medical examinations and five of these children were referred for further treatment. In addition, twelve examinations were conducted and seven of these children were referred for further dental treatment.

Third Party Evaluator's Comments:

This project can be deemed successful in terms of the fact that a phonics and reading program was conducted for identified migrant children in the school. In addition, medical and dental services were provided for those children in need. Also, the free lunch program provided nutritional meals for the children in the program.

It was felt that the project could be improved if the aides working with the children could provide objective data on the academic improvement being made. This could be done either through standardized testing or through teacher made tests. It is recommended that the selected tests be used to initially indentify the reading and phonics skills the children are lacking and then be used at the termination of the project to measure the amount of growth shown by the children. It was stated in objective 1 that writing and arithmetic instruction would be provided for the children. However, there was no indication that this type of programming was presented.

The system for identifying the children to include in the program appears to be based on identifying children with Spanish surnames. It is recommended that a system be adopted that would identify both the Anglo and Mexican migrant children in the school. If Anglo children are being served, it was not indicated in the report.

Some of the objectives stated in the proposal were not measured and this was especially true at the intermediate level. It was also indicated in the district final report that a program was not conducted at the secondary level (grades 7-12), and thus no evaluation was conducted on the stated objectives at this level. However, 15 students were reported as being in the program at the junior high level and the monitoring and observation reports prepared by the Oregon State Title I-M personnel indicated that a program was conducted at the junior high level.

It is recommended that the district set more realistic objectives for the students with whom they are working. These should be set by the teaching staff in conjunction with the area coordinator. Data should be reported for only those students who are identified as migrant and are receiving assistance under this project.

Area Name:	*Klamath County School District*
County:	*Klamath*
Funding Allocated:	*$80,650*
Project Beginning Date:	*September 8, 1971*
Project Ending Date:	*June 9, 1972*
School Session:	*Fall-Spring*
Number of Migrant Students Enrolled:	*250*

Introduction:

Merrill Elementary and Junior High, Malin Elementary, Lost River High School and Bonanza Elementary and High School were the districts participating in the program. The total number of public school migrant students enrolled (250) were distributed in grades 1-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program included: 2 resource teachers, one family consultant, and 10 aides. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled
Preschool	
First	29
Second	34
Third	30
Fourth	32
Fifth	30
Sixth	27
Seventh	13
Eighth	11
Ninth	5
Tenth	10
Eleventh	11
Twelfth	3
TOTAL	**250**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	0
2. Other	0
B. English-speaking	
1. Target group	3
2. Other	3
TOTAL	**6**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	0	
B. Health examinations	27	
C. Health referrals	27	
D. Dental examinations	12	
E. Dental referrals	12	
F. Breakfasts	0	
G. Morning snacks	0	
H. Hot lunches	0	
I. Afternoon snacks	0	
J. No. of Teachers	2	
K. **No. of Aides**		
1. Target group	9	
2. Other	0	
3. How many are bilingual?	0	Total 9
L. **No. of Volunteers**		
1. Target group	0	
2. Other	0	Total 0

Objectives and Evaluation Plan:

Primary Grades 1-3

1. To improve the oral language competencies of primary age children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered in Bonanza, Malin and Merrill.

2. To improve the arithmetic competencies in numbers, shapes, competition, and counting of primary children.

To evaluate this objective the California Achievement Test was to be administered in Bonanza, the Wide Range Achievement Test was to be administered in Malin and the Stanford Achievement Test was to be administered in Merrill.

3. To improve the decoding and comprehension reading skills of primary age children.

To evaluate this objective the California Achievement Test was to be administered in Bonanza, the Metropolitan

Achievement Test was to be administered in Malin and the Stanford Achievement Test was to be administered in Merrill.

4. To improve the self-concept and self-image of primary age children.

To evaluate this objective the Self-Appraisal Inventory was to be administered in Bonanza, Malin and Merrill.

Intermediate Grades 4-6

5. To improve the arithmetic competencies of intermediate level children.

To evaluate this objective the California Achievement Test was to be administered in Bonanza, the Wide Range Achievement Test was to be administered in Malin and the Stanford Achievement Test was to be administered in Merrill.

6. To improve the decoding and comprehension reading skills of intermediate level children.

To evaluate this objective the California Achievement Test was to be administered in Bonanza and the Metropolitan Achievement Test in Malin and the Stanford Achievement Test in Merrill.

7. To improve the self-concept and self-image of intermediate level children.

To evaluate this objective the Self-Appraisal Inventory was to be administered in Bonanza, Malin and Merrill.

Secondary Grades 7-12

8. To improve the math competencies of secondary level children.

To evaluate this objective the California Achievement Test was administered in Bonanza, the Wide Range Achievement Test in Malin and the Stanford Achievement Test in Merrill.

9. To improve the decoding and comprehension reading skills of secondary level children.

To evaluate this objective the California Achievement Test was to be administered in Bonanza, the Metropolitan Achievement Test in Malin and the Stanford Achievement Test in Merrill.

10. To improve the self-concept and self-image of secondary level children.

To evaluate this objective the Self-Appraisal Inventory was to be administered in Bonanza, Malin and Merrill.

Methodology:

The Klamath County Program was somewhat unique in the State of Oregon in that the migrant population that it served was almost totally Anglo, the per cent reported by the district as being 95%. The greatest influx of migrants came during the fall when they were in the area to harvest the potato crop. To serve this population of migrant children, programs were developed in four different areas; Malin Elementary School which served children in grades 1-8, Lost River High School with children in the 9-12 grades, Bonanza Elementary and High School which served children in grades 1-12, and Merrill Elementary and Junior High School. The area employed ten aides and two resource teachers in these settings to serve the migrant children. In addition, a home-school consultant was also employed.

The area relied heavily upon the Learning Center resource teacher concept to serve its migrant children. At Bonanza there was a Learning Center and an Instructional Material Center to serve the children. Lost River had resource facilities within its library. Malin Elementary also used its library as a learning center. Merrill Elementary had developed a two-room learning center in combination with its library. All of these centers contained a variety of instructional materials to assist the migrant children in their educational programs.

In implementing the learning center-resource teacher concept in the Klamath Area, a screening test was first administered to all of the Title I-M children in the program. This was generally some type of standardized achievement test and it was often scored by the resource teacher and her aides. Students who received low scores on these tests were referred for more specific diagnostic testing. Children could also be referred who were not working up to their potential in the regular program and these children were identified by the classroom teacher and referred to the resource teacher. Children referred in this manner were tested with specific diagnostic tools such as a word recognition tests, informal reading and phonic inventories.

Once this diagnosis had been completed, the resource teacher would prescribe an educational program to be implemented with the child either by herself, the aide or the classroom teacher. These programs were to be initiated on a one-to-one basis or with groups of children who had similar deficiencies. The resource teacher would also, as part of her responsibilities, see some students on a regular referral basis. Resource teachers used and recommended the use of such instructional materials as Sullivan Program Readers, SRA Reading Kits, Reader's Digest Skill Builders, Hoffman Readers and the Merrill Phonics Program. Also, many resource teacher or teacher made materials were used with the children.

The aides in the program worked under the direction of the classroom teacher or resource teacher. They assisted children in learning basic skills and they participated in a variety of educational tasks with the children. The aides might confer with the classroom teacher, the principal or the home-school consultant about the specific problems the children were having. They also assisted the resource teacher in preparing informal tests and they developed reading materials to be used with the less capable children. Because of the variety of tasks that the aides performed, it was difficult to identify any one task as their major role. It could be said that their major responsibility was to assist children in all ways possible.

The area had a student tutorial program which was in operation at Merrill and Bonanza. At these two schools, junior and senior high school children worked with elementary level migrant children who were experiencing difficulty in school. These junior and senior high school students would assist the younger children at a specific time each day.

The resource teachers participated in a statewide inservice training program for resource teachers conducted by the Migrant Education Service Center. This training assisted them in acquiring information concerning the operation of learning

TABLE IV

Overall Test Results
Primry – Grades 1–3

Test	Average Scores Pre	Post	Difference	t	p
Bonanza					
NWSST–Receptive (N=8)	34.25	34.38	.13	–	–
NWSST–Expressive (N=8)	39.50	34.13	–5.37	–	–
Cal. Ach-Arithmetic (N=11)	1.70	2.16	.46	< 1.00	> .05
Cal. Ach-Reading (N=11)	1.96	2.35	.39	< 1.00	> .05
Malin(Grades 2-3 only)					
*NWSST–Receptive (N=14)	31.50	29.85	–1.65	–	–
NWSST–Expressive (N-14)	36.14	35.35	– .79	–	–
WRAT-Arithmetic (N=14)	2.88	3.35	.47	< 1.00	> .05
Metro. Ach. Reading (N=13)	2.22	3.84	1.62	1.06	> .05
Self-Appraisal (N=14)	24.50	25.93	1.43	1.12	> .05
Merrill					
NWSST–Receptive (N=29)*	34.58	37.51	2.93	1.26	> .05
NWSST–Expressive (N=29)	35.27	38.24	2.97	1.28	> .05
Stan. Ach-Arithmetic (N=29) Grades 2–3 only)	2.67	3.71	1.04	1.03	> .05
Stan. Ach-Reading (N=19) (Grades 2–3 only)	2.47	3.09	.62	< 1.00	> .05

*Northwestern Syntax Screening Test

TABLE V

Overall Test Results
Intermediate – Grades 4–6

Test	Test	Average Scores Pre	Post	Difference	t	p
Bonanza						
Calif. Ach-Arithmetic (N=20)		4.57	5.36	.79	< 1.00	> .05
Calif. Ach-Reading (N-20)		4.67	5.09	.42	< 1.00	> .05
Malin						
WRAT-Arithmetic (N=16)		4.18	5.38	1.20	< 1.00	> .05
Metro. Ach-Reading (N-16)		5.27	6.00	.73	< 1.00	> .05
Self-Appraisal (N=16)		52.12	51.00	–1.12	–	–
Merrill						
Stan. Ach-Arithmetic (N=13)		4.08	5.24	1.16	< 1.00	> .05
Stan. Ach-Reading (N=15)		4.51	4.99	.48	< 1.00	> .05

TABLE VI

Overall Test Results
Grade Equivalent Scores

Secondary – Grades 7–12

Test	Average Scores Pre	Post	Difference	t	p
Bonanza					
Calif. Ach-Arithmetic (N-12)	7.60	8.55	.95	1.06	>.05
Calif. Ach-Reading (N=12)	7.25	8.23	.98	1.07	>.05
Malin (Grades 7–8 only)					
WRAT-Arithmetic (N=6)	4.43	6.35	1.82	–	–
Metro Ach-Reading (N=6)	6.82	6.83	.01	–	–
Self-Appraisal (N=6)	4.47	5.12	.65	–	–
Merrill (Grades 7–8 only)					
Stan. Ach-Arithmetic (N=11)	5.66	6.49	.83	<1.00	>.05
Stan. Ach-Reading (N=11)	7.04	7.13	.09	<1.00	>.05

centers. They learned methods for diagnosing children's learning deficits, planning and implementing educational programs and conducting educational data collection.

Results:

Table IV presents the results of the language, arithmetic and reading tests for children at the primary level. Self-appraisal scores for Malin are also included. Self-appraisal scores were not reported for Bonanza because a different number of subjects took the pretest as compared to the posttest. No self-appraisal scores were reported for Merrill. No significant difference was found on any of these test results, however, it can be noted that the children at Malin made more than a year's growth in reading and those at Merrill made more than a year's growth in math. Language scores for Bonanza and Malin indicate that no growth was made by the children in this area. Average language scores for Merrill do indicate growth for the group.

Table V presents the overall average test scores for the intermediate group in arithmetic and reading. Self-appraisal scores for Malin are also included. Bonanza's self-appraisal scores could not be compared as a different number of children took the pretest than took the posttest. Merrill did not report any self-appraisal scores. No groups made significant growth on any of these tests. It can be noted that the children, as a group, at Malin and Merrill made more than a year's growth in reading while the group at Bonanza made more than a half-year's growth in arithmetic. The average scores on the self-appraisal inventory at Malin indicated a decrease in the development of a positive self-concept.

Table VI presents the overall test results for the secondary group of children. No groups obtained significant differences on their test results. However, the seventh and eighth grade groups at Malin made more than a year's average growth in arithmetic as reported on the Wide Range Achievement Test. It should be noted that only six children received pre- and posttests at Malin. The group at Bonanza made almost a year's average growth in both arithmetic and reading.

Third Party Evaluator's Comments:

The overall test results from this area indicate that the children were making growth in the subject areas assessed. The one exception to this was the language scores of the children in Bonanza and Malin. Scores on the Northwestern Syntax Screening Test (NWSST) for these two groups indicated no progress. The average scores on the pretest of the NWSST indicated that the children were quite strong in language and their average scores in some cases almost equalled the highest score obtainable on this test. This would be a score of 40 on either the receptive or expressive subtest. These results would suggest that the children already had adequate skills in oral English. The minus scores obtained on the posttest could be a result of chance errors since the children, as a group, scored so high on the pretest.

At the secondary level, test results indicate good progress for the children at Bonanza. The children here made almost a year's growth in arithmetic and reading. This was quite commendable, for remedial students at the senior high school level generally show the least amount of growth.

It should be noted that the first grade scores for math and reading in Merrill could not be compared since the pretest scores were not reported in grade equivalent scores. Also there were no self-appraisal scores provided for any groups in Merrill. Self-appraisal scores were not analyzed for Bonanza, as only group scores were reported and a different number of children took the pretest as compared to the posttest. It should be noted that a program was conducted at Lost River

High School but no evaluative data was reported. One of the objectives of the area was to improve the health services available to the children the area made 27 health referrals and 27 health examinations were provided for the children. Also, 12 dental examinations were provided for the migrant children served.

The majority of the groups assessed showed growth in the areas evaluated. This was true in all areas except language. As the majority of the children in this area are Anglos, it may be that language problems are not a major factor. However, the staff should be encouraged to continue to evaluate primary age children in language as some individuals may possess language problems that need remediation prior to the introduction of reading programs. The final report from this area indicated that some Mexican-American children were coming into the area but at this time there were very few enrolled in school. If the number of Mexican-American children increase, the area should be encouraged to evaluate these children's abilities in oral English.

Area Name:	*High School Equivalency Program* *University of Oregon* *Eugene, Oregon*
County:	*Lane*
Funding Allocated:	*$10,000*
Project Beginning Date:	*September 1, 1971*
Project Ending Date:	*August 31, 1972*
School Session:	*Fall-Summer*

Introduction:

This project differs from the others reported in that it deals with post secondary students in a high school equivalency program conducted at the University of Oregon for economically disadvantaged migrant students. The $10,000 allocated to this project was for the purpose of purchasing clothing and recreational activities for students in the program. The total program was funded through a grant from the U.S. Office of Education for $249,000.

The specific goal of the project was to offer youngsters from low-income migrant families an opportunity to obtain a high school credential. Once this was completed they were encouraged to seek higher education enrollment or employment. All students who graduated from this program were eligible for admission to the University of Oregon. The program emphasized the recruitment of migrant students from the Willamette Valley, eastern Oregon and Washington. No screening of students based on assessment of intellectual ability or level of education attained was conducted. The main criterion for selection into the program was an expressed desire to better one's self through education.

All students selected were expected to participate in five required courses. These five basic courses dealt with subjects that were covered in the High School Equivalency Examination. In addition to these courses there were elective classes in the afternoons and evenings. These electives were particularly important to the students who were progressing towards a more university-type structured curriculum. The elective courses were used to stimulate university activities and they provided the student with an opportunity to explore intellectual activities. Teachers of the afternoon and evening electives offered courses in ethnic studies, typing, music, journalism, photography and drama.

The project planned to serve 150 students with 50 students being enrolled each quarter. The staff consisted of six post secondary teachers, 2 administrators, 3 secretaries, 4 counselors, 1 coordinator and 1 recruitment officer. There was also a half time recreation coordinator, and his salary was paid from the grant from the Title I-M program. In addition, the Title I-M funds were to be used to purchase tickets to campus and community movies and plays, provide funds for educational tours for the students to such places as the Oregon Museum of Science and Industry, Warm Springs Indian Reservation and the Undersea Gardens at the Oregon coast. In addition, field trips to Oregon Technical Institute, Portland State College and Oregon State University were planned. Funds were also set aside for students to visit the Medical School and industries that might provide future employment.

Objectives and Evaluation Plan:

It should be noted that these are the objectives stated for the recreation aspect of the program and do not necessarily pertain to the total project.

1. Students will show improvement in the development of a positive self-concept.

To evaluate this objective records were to be kept on the number of students served either by the University Counseling Center or those who received counseling from a member of the project staff. The reason for counseling and the disposition of the student was to be reported.

2. Students will show improvement in the development of leadership ability.

To evaluate this objective a record was to be kept of the leadership activities in which project students were involved. In addition records were to be kept in regards to campus life activities in which members of the project participated.

3. The project will provide educational and vocational options to the project students.

To evaluate this objective a listing was to be provided outlining placement, leaving school and entering the service.

4. Students will improve in their academic ability.

To evaluate this objective records were to be submitted concerning the number of students passing the High School Equivalency Test.

Results:

This project did not submit a final report so the stated objectives were not evaluated. This evaluator visited the project on two different occasions and he was able to view the

program in operation and interview the staff. On one visit the plan was to visit three classes but two of the classes had been cancelled and the third had only four students out of 15 in attendance . In interviewing staff members, they expressed concern about the project because attendance was consistantly low in all classes and they felt that many of the students enrolled were not interested in the program as it was organized. The staff expressed discouragement about the project because of the lack of interest by the students and they expressed serious concern about the continuation of the project if it were to function as it were. They felt that the project was not serving the students as planned and before it was continued there should be some major changes, the most important being the devising of a way to get students to attend classes.

Area Name:	*Malheur District 8C*
County:	*Malheur*
Funding Allocated:	*$250,500*
Project Beginning Date:	*August 30, 1971*
Project Ending Date:	*June 25, 1972*
School Session:	*Fall-Spring*
Number of Migrant Students Enrolled:	*994*

Introduction:

Ontario School District 8C Nyssa School District 26 and Adrian School District 61 were the districts participating in the program. The total number of public school migrant students enrolled (994) were divided into grades K-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 12 teachers, 18.5 aides, 4 volunteers and 1 home-school coordinator. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	181	115.8
First	117	86.7
Second	95	69.2
Third	115	75.8
Fourth	105	79.5
Fifth	98	68.9
Sixth	78	65.4
Seventh	40	33.8
Eighth	36	31.8
Ninth	32	28.4
Tenth	52	34.2
Eleventh	26	18.9
Twelfth	19	15.9
TOTAL	**994**	**724.3**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	2
2. Other	1
B. English-speaking	
1. Target group	2
2. Other	1
TOTAL	6

Supplementary statistical data gathered during the operation of this program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	13,410	
B. Health examinations	2	
C. Eye examinations	17	
D. Health referrals	2	
E. Eye referrals	32	
F. Dental examinations	2	
G. Dental referrals	2	
H. Breakfasts	0	
I. Morning snacks	8,460	
J. Hot lunches	9,017	
K. Afternoon snacks	8,460	
L. No. of Teachers	12	
M. **No. of Aides**		
1. Target group	13	
2. other	5.5	
3. How many are bilingual?	13	Total 18.5
N. **No. of volunteers**		
1. Target group	4	
2. Other	0	Total 4

Objectives and Evaluation Plan:

Preschool

1. To improve the language of preschool level children.

To evaluate this objective, the Basic Concept Inventory was to be administered on a pre- posttest basis.

2. To improve the academic development of preschool level children.

To evaluate this objective the Preschool Academic Checklist was to be administered.

Primary Grades 1-3

3. To improve the oral language ability and vocabulary development of primary level children.

To evaluate this objective the verbal section of the Inter-American Test of General Abilities was to be administered on a pre- posttest basis to first year level children and to those children at the second and third year levels that had extreme language problems.

4. To improve the reading skills of primary level children in the area of phonics, sight vocabulary and comprehension.

To evaluate this objective the Ontario and Nyssa programs were to administered the Betts Visual Discrimination Test or the Dolch Word List or the Migrant Reading Inventory on a pre- posttest basis. The test to be administered was to depend upon the severity of the child's handicap. The Adrian program was to administer the same instruments as the Ontario and Nyssa Programs except the Sivaroli Reading Inventory was to be used in place of the Migrant Reading Inventory.

5. To improve the self-concept of primary level migrant children.

To evaluate this objective the self-appraisal inventory was to be administered on a pre- posttest basis.

Intermediate Grades 4-6

6. To improve the oral language ability of intermediate level children:

To evaluate this objective the Verbal section of the Inter-American Test was to be administered on a pre- posttest basis.

7. To improve the reading ability of intermediate level children in the area of phonics, sight vocabulary and comprehension.

To evaluate this objective, the Dolch Word List or the Migrant Reading Inventory or the Sivaroli Reading Inventory was to be administered on a pre- posttest basis. In addition, where appropriate, test results from the Spring, 1972 administration of the Metropolitan Achievement Test were reported.

8. To improve the self-concept and self-image of intermediate level children.

To evaluate this objective the Self-Appraisal Inventory was to be administered on a pre- posttest basis.

Secondary Grades 7-12

9. To improve the language development and oral communication of secondary level children.

To evaluate this objective the Verbal section of the Inter-American Test of General Ability was to be administered on a pre- posttest basis.

10. To improve the reading ability of secondary level children.

To evaluate this objective the Sivaroli Reading Inventory Test was to be administered in Ontario. In Nyssa the Gates Reading Survey or in some instances the Sivaroli Reading Inventory Test was to be administered on a pre- posttest basis.

11. To improve the general academic achievement of secondary level students.

To evaluate this objective, where applicable, the Metropolitan Achievement Test scores were to be reported for students in Ontario. In Nyssa, the Iowa Test of Education Development was to be used with students in the ninth and eleventh grades and the Metropolitan Achievement Test was to be used for students in the seventh and eighth grades.

12. To increase school attendance of secondary level children.

To evaluate this objective the number of children served by the Skill Center was to be reported. This number was to be reported as to the number of children who remained in school during the year and those children who dropped out of school during the year.

13. To improve the self-concept and self-image of secondary level children.

To evaluate this objective a self-appraisal inventory was to be administered on a pre- posttest basis.

14. To increase the migrant child's participation in school-wide activities.

To evaluate this objective the Director of the Secondary Skill Center was to administer a pre- posttest measure to indicate the amount of school-wide participation in which the children were involved.

Methodology:

The Malheur Area Title I-M Program was closely intergrated with the Title I program in the county. Target schools had been identified where the greatest concentration of disadvantage children were enrolled. The target schools in the Ontario area were May Roberts and Lindberg. In addition, Pioneer and Cairo Elementary Schools had programs during the peak months of migrant inflow which occurred during the early fall and late spring. The junior and senior high schools in Ontario had also been identified as target schools. In Nyssa, Nyssa Elementary and the junior and senior high schools served migrant children. Adrian Elementary School also served migrant children. They had two programs, one for the heavy concentration of inflow migrant children that occurred during the early fall and late spring and a regular program which was conducted during the entire year.

A pre-school program was conducted in the Malheur area for the Title I-M and the Title I children. Since the district provided no regular kindergarten program, this was the only pre-school program available. The major emphasis of the pre-school program stressed the development of oral English skills and the involvement of children in social experiences in a classroom setting. A major role of the pre-school teachers was to prepare the children to be socially and academically ready for first grade. The curriculum and instructional activities were geared to teach the children basic concept in cognative skills essential for first grade survival. Curriculum planning designed to build success in beginning reading was also stressed.

There were three Pre-school Centers in the area located in Ontario, Nyssa and Adrian. The pre-school program at Ontario was composed of four pre-school classes serving children ages four through six. Each class had a teacher and a bilingual aide. The class for the six-year old group was for children who couldn't function in the regular first grade, primarily because of language problems. In the Nyssa area there were two preschool programs serving four and five year old children.

Each class had a teacher and an aide. In Adrian there was one pre-school program where children ages four and five were enrolled with a teacher and an aide. The program in Adrian was in operation for five months: September, October, November, April and May. These were the impact months when the greatest majority of inflow migrants were in the area.

As indicated, the development of oral English skills was stressed in the pre-school. In order to implement this program, a number of language materials were used. These included Peabody Language Development Kits and SRA Inquisitive Games. These were games to help children organize verbal information and concepts. A program published by Scott-Foresman entitled "Talk Starters" was also used. These were 18" x 24" photos of real life situations and were used to stimulate oral language discussions. Economy Company Picture Card material was also used. Picture Story Book Library, published by the Bomar Company was also used to help develope English sentence patterns and vocabulary. A major part of the language program, especially in the Ontario area with the six year old group, centered around the Distar Language Program. It was used to teach children the basic sentence patterns and grammatical constructs of standard English. In addition to these commercially produced materials, a number of teacher made materials were used in the pre-school readiness skills.

In developing programs for the pupils, the teachers assessed the children in the area of school readiness through the use of the Pre-school Academic Checklist. In addition, language ability was evaluated through the use of the Basic Concept Inventory. Information from these two instruments was used to plan individual programs for children based on their identified needs.

A Bilingual program was conducted at the pre-school in May Roberts Elementary School. This was initiated in September of 1971 and was conducted by Mrs. Nora Ballou. Children were taught simple concepts, color words and basic vocabulary in both Spanish and English. In addition, songs and singing games were presented in Spanish and English.

An elementary program in grades one through six was conducted in Ontario, Nyssa and Adrian. In Ontario, the schools involved were May Roberts and Lindberg Elementary; in Nyssa, Nyssa Elementary and in Adrian, the Adrian Elementary School. In addition, impact programs were conducted at Pioneer and Cairo Elementary Schools. The program at Pioneer and Cairo emphasized helping the children who had language problems that affected their learning in English. These children were provided with instruction both in oral English language development and reading readiness.

The emphasis in working with children at the elementary level in all schools was to assist those children who were having learning problems in the regular school program. Initially, all children were placed in the regular school program. Assistance was then provided to the children through resource teachers and teacher aides working directly with the classroom teacher. Some students worked outside the regular classroom for brief periods of time, receiving special instruction in areas such as oral English language development, reading readiness and math remediation. As indicated by the districts, children experiencing learning difficulties were also experiencing problems in developing a positive self-concept. It was reported that success in the school academic areas assisted the children in developing a stronger self-concept, which affected their overall incentive to learn, and thus influenced their desire to remain in school and to continue through the junior and senior high programs.

The elementary curriculum revolved around the resource teacher, material centers and the teacher aides. A resource material center was available which contained special materials, packaged programs and teaching aides. These were either commercially produced or teacher prepared and they were designed to remediate specific problems of the children. The resource teachers in these centers assisted the regular classroom teacher by helping her test and diagnose learning disabilities of children. Once this information had been acquired, the resource teacher with the assistance of the aide, would help organize and develope special programs for the child. The resource teacher assisted the classroom teacher by providing materials that pupils could use in the regular classroom setting. Another role of the resource teacher was to train the aides to use the materials and programs that were prescribed. As the aide functioned in her role, she not only assisted the children, but she also provided useful instructional information to the classroom teacher and she also provided feedback to the resource teacher concerning the progress made by the children. As the aide reported this progress to the resource teacher, together they planned continual programs for the children.

A number of special materials were available for language instruction. These included programs which taught basic English language patterns and a program of oral English development. In addition, materials such as Peabody Language Development Kits, Audio Flash and Language Masters, flannel boards and pattern drills were used. Special programming was also provided for the children who needed assistance in the area of reading. Again a diagnostic prescriptive approach was used and the program was implemented in the regular classroom through the help of the aide working directly with the children and assisting the classroom teacher. Reading materials such as the Aud-X-Beginning Reading Program, the Hoffman Reading Program, Reader's Digest Skill Builders and Sullivan Program Reading Materials were used. The Aud-X-Beginning Reading Program was very popular in this area and the resource teachers were instrumental in instructing the classroom teachers and aides in how to use this program.

At the secondary level, which included grades 7 through 12, a skill center approach was used. Most of the children at this level were tested at the beginning of the year to determine their strengths and weaknesses in academic areas, especially language and reading. With this information, programs were developed which were implemented in the skill centers under the direction of the teacher and aide. The children attended the skill center for assistance in areas in which they were experiencing learning difficulties and returned to the regular

class program for those subjects which they could satisfactorily manage. Students were primarily assigned to the skill centers during their language arts and/or study periods. The number of hours a child spent in the skill center depended on the severity of his problem. Material used at the junior high level, included the Hoffman Reading Program, the Audio-Flash Oral Language Program, Controlled Readers, Aud-X Word Attack Skills, SRA Reading Kits and Reader's Digest Skill Builders. This represents only some of the materials available to the children.

The skill center concept was also used at the senior high level. Senior high children were assigned to the skill center after their skill deficiencies were identified through testing by the resource teacher or her aide. Students attended the skill center class during their study periods and/or independent study time. The primary reason for assigning students was because of a language or reading deficiency. Whenever feasible, individualized programs were conducted, based on identified needs. Often times, programs were planned in conjunction with the child himself and the resource teacher. Once the child had begun working in the program he was provided with as much continual assessment as possible, and his work was evaluated both by the skill center supervisor and the aides. Reading materials similar to those listed for the junior high skill centers were available in the Senior centers. The skill center classes were scheduled on nine-week intervals and the work that any child was assigned during this period was varied depending upon his progress in the program. A student remained in the skill center until it was determined by the classroom teacher and the resource teacher that he was ready to enter a regular English and/or social studies program. Often times students returned to the regular program but would continue work in the skill center for specialized assistance.

A Grant in Aid Assistance Program was developed for junior and senior high migrant children. This program was designed to provide part-time employment for students and was especially designed for those students who were having problems staying in school due to financial reasons. The work experience was planned around school activities and included such programs as tutoring in the elementary target schools, clerical assistance and other types of work in school programs. This program had been in existence for two years and, as reported by the area coordinator, was a benefit to the children who were in financial need. Not only had it provided financial help but the work experience had also provided the child with a sense of responsibility that helped build self-concept and therefore kept him in the school program and prevented him from becoming a drop-out.

Results:

Preschool

1. To improve the language of preschool level children.

Tables I through IV present the results from the Basic Concept Inventory for preschool children in the Ontario and Nyssa areas. A t test of significance was computed for correlated means. All four groups made significant growth in the area of language development as measured by the Basic Concept Inventory. It should be noted, that on this test a lower score is indicative of improvement since the number of errors are counted to determine the score.

2. To improve the academic development of preschool level children.

Tables V through X present the results of the Preschool Academic Checklist which was used to evaluate the academic readiness of the children. As can be noted, children made progress in virtually all areas assessed. The largest amount of growth for the majority of the children was in the reading area. Most children began with few or no skills in reading but at the conclusion of the program many of them had progressed in this area. There was also indications that teachers did not work in certain areas of the curriculum with some groups of children. It can be noted with the four year old groups, that little progress was shown in reading words and telling time.

TABLE I

Basic Concept Inventory Scores
Preschool – CA 5
Ontario District No. 5

Subject	Pretest	Posttest	Difference
1	70	46	24
2	69	49	20
3	79	40	39
4	109	39	70
5	109	47	62
6	109	53	56
7	78	62	16
8	76	48	28
9	58	30	28
10	57	18	39
11	36	28	8
12	72	35	37
13	88	57	31
14	73	49	24
15	58	32	26
16	45	26	19

Basic Concept Inventory
Average Scores
Preschool – CA 5
Ontario District No. 8C

	Pre	Post	Difference	
Average Score N=16	74.12	41.17	32.95	t 8.9 p <.01

TABLE II

Basic Concept Inventory Scores
Preschool – CA 5

Ontario District No. 8C

Subject	Pretest	Posttest	Difference
1	51	41	10
2	31	26	5
3	29	26	3
4	43	25	18
5	109	34	75
6	65	26	39
7	109	58	51
8	36	26	10
9	109	100	9
10	109	100	9
11	85	35	50
12	27	18	9

Basic Concept Inventory
Average Scores
Preschool – CA 6
Ontario District No. 8C

	Pre	Post	Difference	
Average Score N=12	66.91	42.91	24.00	t 3.65 p<.01

TABLE III

Basic Concept Inventory Scores
Preschool – CA 5

Nyssa District No. 26

Subject	Pretest	Posttest	Difference
1	53	9	44
2	27	5	22
3	64	8	56
4	49	7	42
5	55	7	48
6	82	11	71
7	26	0	26
8	25	4	21
9	14	3	11
10	62	15	47
11	89	13	76
12	72	30	42
13	22	3	19
14	41	3	38
15	30	6	24
16	28	2	26
17	15	1	14
18	48	7	41
19	31	6	25
20	48	9	39
21	64	13	51

Basic Concept Inventory
Average Scores
Preschool – CA 5

Nyssa District No. 26

	Pre	Post	Difference	
Average Score N=21	45.00	7.71	37.29	t 10.96 p < .01

TABLE IV

Basic Concept Inventory Scores
Preschool – CA 6

Nyssa District No. 26

Subject	Pretest	Posttest	Difference
1	69	27	42
2	28	21	7
3	55	23	32
4	56	33	23
5	34	31	3
6	53	38	15
7	79	31	48
8	87	28	59
9	49	35	14

Basic Concept Inventory
Average Scores
Preschool – CA 6

Nyssa District No. 26

	Pre	Post	Difference	
Average Score N=9	56.67	29.67	27.00	t 4.66 p<.01

Primary Grades 1-3

3. To improve the oral language ability and vocabulary development of primary level children.

Table XI presents the results of the language tests administered to the primary level children. These included the verbal section of Inter-American Test of General Abilities and the Basic Concept Inventory which was administered to first grade children and children at the second and third grade levels who were experiencing language problems. Results on the Basic Concept Inventory indicate that the pupils made significant growth in language, however, this was not indicated on the Inter-American Test. It can be further noted that the children in Adrian had a lower mean score on the posttest of the Inter-American Test than on the pretest which indicates a decrease in language ability as measured by this test.

4. To improve the reading skills of primary level children in the area of phonics, sight vocabulary and comprehension.

Table XII presents the reading tests results for the primary level children. The Dolch Word List was administered on a pre-posttest basis in Ontario and Nyssa. Scores from the Betts Visual Discrimination Test were also reported. Children tested in Ontario and Nyssa both made significant growth in the area of sight vocabulary development as measured by the Dolch tests. Only five scores were reported on a pre- posttest basis for the Betts Visual Discrimination Test and a t test was not computed for this small of a group. However, results indicate that growth was made in reading.

5. To improve the selp-concept and self-image of primary level children.

To evaluate this objective a Self-Appraisal Inventory was administered on a pre- posttest basis. This test was designed to measure the child's self-concept. Results on Table XIII

TABLE V
Preschool Academic Checklist
Summary Sheet
Preschool – CA 6
Ontario District No. 8C

Task	Pre	Post
Knows his name	11	11
Arithmetic		
Counting 1–5	2	0
Counting 1–10	5	2
Counting 1–20	4	9
Counting Objects 1–10	8	11
Naming Numerals 1–10	7	9
Matching Numerals to Objects 1–5	7	10
Recognizing Shapes:		
Rectangle		
Circle	9	10
Square	9	11
Triangle	7	11
Recognizing Size:		
Big	10	11
Little	10	11
Knowledge of Time:		
Get up	3	4
Eat lunch	1	3
Go to bed	6	10
Reading		
Recognizing Right and Left:		
Right	8	8
Left	8	8
Recognizing Difference Between		
Words and Pictures	9	11
Recognizing the Same and Difference		
Shapes	4	9
Letters	6	10
Recognizing Letters:		
a	2	5
i	2	7
n	2	7
p	2	7
t	1	7
m	2	8
Recognizing Sounds:		
s	0	6
m	0	5
t	0	4
n	0	6
p	0	5
d	0	3
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	11	11
Writing Numbers	3	10
Colors		
Identify by Pointing:		
red	9	11
blue	9	11
green	8	11
orange	10	11
yellow	9	11
white	10	11
black	10	11
brown	10	11
Identify by Naming:		
orange	10	11
black	10	11
red	9	11
green	10	11
yellow	10	11
blue	10	10
brown	9	11
white	10	11
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	8	10
Nickel	8	10
Dime	8	10
Knowledge of Money		
Five pennies/one nickel	5	4
Dime/two nickels	4	5

TABLE VI
Preschool Academic Checklist
Summary Sheet
Preschool – CA 5
Ontario District No. 8C

Task	Pre	Post
Knows his name	10	17
Arithmetic		
Counting 1–5	10	17
Counting 1–10	6	15
Counting 1–20	2	8
Counting Objects 1–10	7	17
Naming Numerals 1–10	1	9
Matching Numerals to Objects 1–5	3	15
Recognizing Shapes:		
Rectangle	1	5
Circle	7	17
Square	4	17
Triangle	3	16
Recognizing Size:		
Big	13	17
Little	13	17
Knowledge of Time:		
Get up	0	3
Eat lunch	0	2
Go to bed	3	4
Reading		
Recognizing Right and Left:		
Right	4	15
Left	4	15
Recognizing Difference Between		
Words and Pictures	5	17
Recognizing the Same and Difference		
Shapes	3	15
Letters	3	15
Recognizing Letters:		
a	0	3
i	0	2
n	0	0
p	0	4
t	0	2
m	0	2
Recognizing Sounds:		
s	0	9
m	0	2
t	0	1
n	0	0
p	0	0
d	0	0
Recognizing Words:		
cat	0	1
dog	0	0
red	0	1
chair	0	5
door	0	0
boy	0	1
Writing		
Writing My Name	3	15
Writing Numbers	2	14
Colors		
Identify by Pointing:		
red	4	17
blue	1	17
green	1	17
orange	1	17
yellow	1	17
white	1	17
black	1	17
brown	1	17
Identify by Naming:		
orange	1	17
black	1	17
red	3	17
green	1	17
yellow	1	17
blue	1	17
brown	1	17
white	1	17
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	2	6
Nickel	0	6
Dime	2	5
Knowledge of Money		
Five pennies/one nickel	0	3
Dime/two nickels	0	1

TABLE VII
Preschool Academic Checklist
Summary Sheet
Ontario District No. 8C – Preschool CA 4

Task	Pre	Post
Knows his name	5	20
Arithmetic		
Counting 1–5	17	20
Counting 1–10	11	19
Counting 1–20	0	8
Counting Objects 1–10	12	20
Naming Numerals	2	19
Matching Numerals to Objects 1–5	1	17
Recognizing Shapes:		
Rectangle	1	18
Circle	16	20
Square	12	19
Triangle	13	19
Recognizing Size:		
Big	16	20
Little	20	20
Knowledge of Time:		
Get up	0	2
Eat lunch	0	0
Go to bed	0	1
Reading		
Recognizing Right and Left:		
Right	2	17
Left	2	17
Recognizing Difference Between Words and Pictures	9	18
Recognizing the Same and Difference		
Shapes	9	19
Letters	9	20
Recognizing Letters:		
a	0	5
i	0	4
n	0	1
p	0	4
t	0	4
m	0	3
Recognizing Sounds:		
s	0	6
m	0	1
t	0	2
n	0	0
p	0	2
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	–	–
chair	–	–
door	0	12
boy	0	18
Writing		
Writing My Name	0	19
Writing Numbers	0	10
Colors		
Identify by Pointing:		
red	10	19
blue	10	18
green	10	19
orange	11	19
yellow	13	19
white	10	18
black	15	18
brown	9	18
Identify by Naming:		
orange	9	19
black	13	18
red	8	18
green	6	17
yellow	9	19
blue	9	17
brown	9	18
white	9	18
Telling Time		
Clock 1 – 9:00 or 11:45	0	5
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	13	19
Nickel	8	19
Dime	7	16
Knowledge of Money		
Five pennies/one nickel	0	6
Dime/two nickels	0	0

TABLE VIII
Preschool Academic Checklist
Summary Sheet
Nyssa District No. 26 – Preschool K – 5 years

Task	Pre	Post
Knows his name	33	33
Arithmetic		
Counting 1–5	30	33
Counting 1–10	32	33
Counting 1–20	29	33
Counting Objects 1–10	26	33
Naming Numerals 1–10	28	33
Matching Numerals to Objects 1–5	28	33
Recognizing Shapes:		
Rectangle		
Circle	30	33
Square	27	32
Triangle	27	33
Recognizing Size:		
Big	31	33
Little	31	33
Knowledge of Time:		
Get up	25	33
Eat lunch	27	33
Go to bed	28	33
Reading		
Recognizing Right and Left:		
Right	30	33
Left	30	33
Recognizing Difference Between Words and Pictures	27	33
Recognizing the Same and Difference		
Shapes	27	32
Letters	12	33
Recognizing Letters:		
a	4	8
i	3	8
n	4	9
p	3	8
t	6	10
m	5	10
Recognizing Sounds:		
s	3	11
m	2	9
t	2	10
n	2	7
p	3	10
d	3	7
Recognizing Words:		
cat	7	12
dog	7	10
red	1	4
chair	1	4
door	1	4
boy	8	9
Writing		
Writing My Name	20	37
Writing Numbers	20	37
Colors		
Identify by Pointing:		
red	29	36
blue	29	36
green	29	36
orange	29	36
yellow	29	36
white	29	36
black	29	36
brown	21	36
Identify by Naming:		
orange	21	36
black	21	36
red	21	36
green	21	36
yellow	21	36
blue	21	36
brown	21	36
white	21	36
Telling Time:		
Clock 1 – 9:00 or 11:45	21	32
Clock 2 – 4:30	9	21
Recognizing Coin Money		
Penny	29	37
Nickel	30	37
Dime	23	36
Knowledge of Money		
Five pennies/one nickel	5	18
Dime/two nickels	6	16

TABLE IX
Preschool Academic Checklist
Summary Sheet
Nyssa District No. 26–Preschool CA 4

Task	Pre	Post
Knows his name	16	22
Arithmetic		
Counting 1–5	11	21
Counting 1–10	5	20
Counting 1–20	0	13
Counting Objects 1–10	3	18
Naming Numerals 1–10	1	12
Matching Numerals to Objects 1–5	1	13
Recognizing Shapes:		
Rectangle	–	–
Circle	4	21
Square	4	21
Triangle	4	20
Recognizing Size:		
Big	12	21
Little	11	21
Knowledge of Time:		
Get up	2	15
Eat lunch	1	7
Go to bed	4	15
Reading		
Recognizing Right and Left:		
Right	8	15
Left	8	15
Recognizing Difference Between Words and Pictures	8	19
Recognizing the Same and Difference		
Shapes	4	20
Letters	4	20
Recognizing Letters:		
a	0	3
i	0	5
n	0	1
p	0	4
t	0	5
m	0	3
Recognizing Sounds:		
s	0	1
m	0	1
t	0	1
n	0	0
p	0	1
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	0	15
Writing Numbers	0	21
Colors		
Identify by Pointing:		
red	8	19
blue	8	20
green	8	20
orange	9	22
yellow	8	21
white	8	16
black	10	20
brown	7	19
Identify by Naming:		
orange	8	18
black	8	19
red	9	18
green	6	16
yellow	9	18
blue	6	16
brown	7	17
white	5	16
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	6	15
Nickel	4	15
Dime	3	11
Knowledge of Money		
Five pennies/one nickel	0	1
Dime/two nickels	0	1

TABLE X
Preschool Academic Checklist
Summary Sheet
Adrian District No. 61 – Preschool CA 4–5

Task	Pre	Post
Knows his name	10	10
Arithmetic		
Counting 1–5	–	–
Counting 1–10	7	4
Counting 1–20	3	6
Counting Objects 1–10	6	10
Naming Numerals 1–10	2	8
Matching Numerals to Objects 1–5	3	8
Recognizing Shapes:		
Rectangle	–	–
Circle	7	10
Square	2	8
Triangle	5	7
Recognizing Size:		
Big	7	10
Little	7	10
Knowledge of Time:		
Get up	2	4
Eat lunch	0	6
Go to bed	3	8
Reading		
Recognizing Right and Left:		
Right	6	10
Left	6	10
Recognizing Difference Between Words and Pictures	–	–
Recognizing the Same and Difference		
Shapes	3	4
Letters	3	4
Recognizing Letters:		
a	1	3
i	0	2
n	0	2
p	0	1
t	0	2
m	0	6
Recognizing Sounds:		
s	0	4
m	0	5
t	0	1
n	0	1
p	0	1
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	1	9
Writing Numbers	0	3
Colors		
Identify by Pointing:		
red	–	–
blue	–	–
green	–	–
orange	–	–
yellow	–	–
white	–	–
black	–	–
brown	–	–
Identify by Naming:		
orange	7	10
black	8	10
red	8	10
green	8	9
yellow	9	10
blue	7	9
brown	7	10
white	8	10
Telling Time		
Clock 1 – 9:00 or 11:45	–	–
Clock 2 – 4:30	–	–
Recognizing Coin Money		
Penny	–	–
Nickel	–	–
Dime	–	–
Knowledge of Money		
Five pennies/one nickel	–	–
Dime/two nickels	–	–

TABLE XI

Language Test Results

Primary – Grades 1–3

Test and District	Average Score Pre	Post	Difference	t	p
Inter-American (N=33) Ontario	21.78	24.18	2.40	1.75	>.05
Inter-American (N=59) Nyssa	24.14	26.17	2.03	1.32	>.05
Inter-American (N=7) Adrian (Grades 2–3 only)	28.71	28.57	–.14	–	–
Basic Concept Inventory (N=20) Ontario	31.65	19.85	11.80	9.44	<.01
Basic Concept Inventory (N=32) Nyssa	25.19	16.81	8.38	7.00	<.01

TABLE XII

Reading Test Results

Primary – Grades 1–3

Test and District	Average Score Pre	Post	Difference	t	p
Dolch (N=26) Ontario	165.38	198.96	33.58	4.12	<.01
Dolch (N=80) Nyssa	116.48	193.24	76.76	10.96	<.01
Betts Visual Discrim (N=5) Ontario	96.00	116.30	20.30	–	–

TABLE XIII

Self-Concept Test Results

Primary – Grades 1–3

Test and District	Average Score Pre	Post	Difference	t	p
Self-Appraisal (N=33) Ontario	20.18	24.90	4.72	2.77	<.01
Self-Appraisal Nyssa	22.00	23.60	1.60	–	–
Self-Appraisal (N=7) Adrian	24.28	28.57	4.29	–	–

TABLE XIV

Language Test Results

Intermediate – Grades 4–6

Test and District	Average Score Pre	Post	Difference	t	p
Inter-American (N=50) Ontario	23.62	27.18	3.56	2.43	<.05
Inter-American (N=114) Nyssa	24.04	28.05	4.01	1.79	>.05
Inter-American (N=9) Adrian	25.18	40.36	15.18	–	–

indicate the children in Ontario made significant growth in this area. A t test was not computed for the group at Nyssa or Adrian. The number of children taking the test at Nyssa was not reported and only seven children took the test on a pre-posttest at Adrian.

However, results indicate that the average growth of the children in self-concept development was positive.

Intermediate Grades 4-6

6. To improve the oral language ability of intermediate level children.

Table XIV presents the test scores from the verbal section of the Inter-American Test for the children tested in the Malheur area. Results indicate that the children in the intermediate grades in Ontario made significant growth in their language development. Children in Nyssa showed an average growth in language but the difference between the means was not significant. As only nine children took the test in Adrian, a t test was not computed. However, the mean difference was 15.18 indicating that for the nine children tested, growth in language development, as measured by the Inter-American Test was taking place.

7. To improve the reading ability of intermediate level children in the area of phonics, sight vocabulary and comprehension.

Table XV presents the reading test results for the intermediate level children. Results were available for children in the programs at Ontario and Nyssa only. Results are provided on the Dolch Word List, the Metropolitan Reading Test and the Reading Inventory, which is an informal reading inventory. Results on the Dolch List indicate that the children, as a group, made significant growth in their sight vocabulary development. None of the other results are significant.

TABLE XV

Reading Test Results

Intermediate – Grades 4–6

Test and District	Average Score Pre	Post	Difference	t	p
Dolch (N=15) Ontario	125.60	184.00	58.40	4.06	<.01
Dolch (N=92) Nyssa	189.78	213.61	28.84	2.61	<.05
Reading Inventory (N=41)* Ontario	2.87	4.09	1.22	<1.00	>.05
Reading Inventory (N=50)* Nyssa	2.88	4.36	1.48	1.06	>.05
Metro Reading (N=34)* Ontario	3.35	4.21	.86	<1.00	>.05
Metro Reading (N=87)* Nyssa	3.42	4.30	.88	<1.00	>.05

*grade equivalent scores

TABLE XVI

Self-Concept Test Results

Intermediate – Grades 4–6

Test and District	Average Score Pre	Post	Difference	t	p
Self-Appraisal (N=50) Ontario	45.52	49.10	3.58	1.36	> .05
Self-Appraisal Nyssa	36.67	47.34	10.67	–	–
Self-Appraisal (N=12) Adrian	40.58	41.92	1.34	< 1.00	> .05

TABLE XVII

Language Test Results

Secondary – Grades 7–12

Test and District	Average Score Pre	Post	Difference	t	p
Inter-American (N-21) Ontario (Grades 7–9)	18.95	20.12	1.17	1.06	> .05
Inter-American (N=11) Ontario (Grades 10–12)	17.00	17.36	.36	<1.00	> .05
Inter-American (N=100) Nyssa	21.83	24.48	2.65	1.37	> .05

TABLE XVIII

Reading Test Results

Secondary – Grades 7–12

Test and District	Average Score Pre	Post	Difference	t	p
Reading Inventory (N=22)* Ontario (Grades 7–9)	2.32	3.32	1.00	1.14	> .05
Reading Inventory (N=8)* Ontario (Grades 10–12)	3.50	4.25	.75	–	–
Gates Reading (N=25) Nyssa	9.32%	8.16%	–1.16%	–	–

*grade equivalent scores

8. To improve the self-concept and self-image of intermediate level children.

Table XVI presents the results of the self-concept test. As the results indicate, none of the groups tested made sinigicant growth in this area . A t test was not computed for the Nyssa group as the total number of children taking the test was not reported. Average results do indicate that for all three groups growth was shown in self-concept development.

Secondary-Grades 7-12

9. To improve the language development and oral communication of secondary level children.

Table XVII presents the language test results for secondary level children, grades 7 through 12. The language test used was the Inter-American Test of General Abilities. Results of the t test indicate that none of the differences for the group average scores were significant. Minimal gains were made in the area of language by secondary level students.

10. To improve the reading ability of secondary level children.

Table XVIII presents the results of the reading tests administered to secondary level children in the Ontario and Nyssa districts. None of the reading scores for the groups were significant. The scores on the Gates Reading Test for the Nyssa group showed a decrease in percentile from the pre- to posttest. As only eight children, 10th through 12th grades, had pre- posttest scores in reading in Ontario a t test was not computed.

11. To improve the general academic achievement of secondary level children.

Table XIX presents the achievement test scores for the secondary level students. It can be noted on the Metropolitan Achievement Tests from Ontario, for grades 7–9, pre- posttest scores were exactly the same. On the Metropolitan Achievement Test from Nyssa, less than one years growth was shown. On the Iowa Test of Educational Development for children, grades 9–11, approximately one percentage point of growth was shown. None of these differences were significant.

TABLE XIX

Achievement Test Scores

Secondary – Grades 7–12

Test and District	Average Score Pre	Post	Difference	t	p
Metro Achievement* (N=24) Ontario (Grades 7–9)	4.01	4.01	0	–	–
Metro Achievement* N=38) Nyssa (Grades 7–8)	5.33	5.77	.44	< 1.00	> .05
Iowa Test of Eucucatonal Development (N=13) Nyssa (Grades 9–11)	13.77%	14.85%	1.08%	< 1.00	> .05

*grade equivalent scores

TABLE XX

Self-Concept Test Results

Secondary – Grades 7–12

Test and District	Average Score Pre	Post	Difference	t	p
Self-Appraisal (N-12) Ontario (Grades 10–12)	217.00	211.83	–5.17	–	–
Self-Appraisal (N=100) Nyssa	196.03	192.60	–3.43	–	–

12. To increase school attendance of secondary level children.

No specific data were reported for this objective. It was reported that during the 1970-71 school year, fifty-one students were involved in the skill center at Ontario. During the 1971-72 year, there were 61 children, which indicates that ten more children were participating in the skill center than the year before. Results do not indicate how many of these children completed the full academic year in the high school. No data was reported from Nyssa on this objective.

13. To improve the self-concept and self-image of secondary level students.

Table XX presents the results of the Self-Appraisal Inventory, and both groups showed a decrease in their posttest scores as compared to their pretest. This suggests that the groups as a whole made no progress in developing a positive self-concept as measured by this test.

14. To increase the migrant child's participation in school-wide activities.

In Ontario, of the 61 children involved in the study skill center, 43 participated in 44 extra curricular activities in the regular school program. This represents an increase in the number of students participating in school-wide activities as compared to the 1970-71 school year. Results from the Nyssa Secondary Program also indicate the same trend. More students were becoming involved in extra-curricular activities within the total school program. For example, during the 1971-72 school year, sixteen percent of the sophomore class officers were from the migrant program. The editor of the school newspaper during the present school year was a migrant. It is interesting to note that during the 1970-71 school year, 25 percent of the Teacher Cadet Corps were from the Migrant Program whereas during the present year, 40 percent of the students in the Teacher Cadet Corps were from the Migrant Program. This may indicate that migrant children are identifying with the teaching profession and selecting this as a possible profession to pursue after graduation.

Third Party Evaluator's Comments:

The Malheur Area Project is one of the largest migrant programs in the state and they are serving approximately 1,000 migrant children from pre-school through grade 12. Results indicate that satisfactory progress was being made by most children being served in the pre-school, primary and intermediate levels. However, children in the secondary programs were making minimul growth in the areas evaluated.

All results from the Basic Concept Inventory for the preschool groups showed significant growth, which indicates the strength of the language program at this level. It should be noted that no Basic Concept Inventory scores were reported for the four-year old group in Ontario and this group should have been tested with this test. The results of the Preschool Academic Checklist indicated that the majority of children were making growth in acquiring school readiness skills. Teachers had been trained to use the Preschool Checklist as an initial information source to identify the deficient skills of children and then plan individual programs to remediate these deficiencies. As this type of programming becomes more prevalent, it is felt that continued growth will be made by children in the preschool programs and this growth will be reflected in further success for these children in the primary grades.

Language test results at the primary and intermediate level indicated that the majority of children were making growth in this area which suggests that the instruction at this level was effective and necessary. It can be noted that the scores in language development at the secondary level were less encouraging. It can not be expected that all secondary level students have complete mastery of standard English and language development programs should be stressed at this level too.

In examining the reading results, it can be noted that all groups tested at the primary and intermediate levels, showed significant growth as reported by their Dolch Word List scores. This test measures the child's ability to read sight words and the results suggest that the program was highly successful in this area. However, on the reading tests that measured abilities other than sight vocabulary, none of the groups made significant growth. This may be indicative of the fact that more emphasis was placed on developing sight vocabulary rather than teaching more general word attack and comprehension skills. In examining the scores on the Reading Inventory, which is a form of an informal reading inventory, and the Metropolitan Reading Test, it can be noted that the average pretest scores for the fourth through sixth graders ranged from 2.87 through 3.42 and the posttest scores ranged from 4.09 through 4.30 which suggests that the intermediate level children were one to two years behind in reading when they began the year's program and they made less than one year's growth in reading. At this rate, these children will continually fall behind in reading as they move through school. Both the Nyssa and Ontario districts placed major emphasis on their reading programs and they are commended for this. However, results indicated that continued effort should be placed in this area, especially in areas other than sight vocabulary development.

Reading test scores at the secondary level were even less encouraging. It can be noted that the average reading scores on the pretest for the seventh through twelfth graders in Ontario ranged from 2.32 to 3.50 and on the posttest they ranged from 3.32 to 4.25. These students were behind in reading and it is recommended that more specific reading programs, designed to remediate their identified deficiencies be developed. On the Gates Reading Test, the average scores from Nyssa indicated a decrease in reading ability for the secondary students.

Results at the secondary level, in both reading and general achievement would suggest the implementation of a more individualized program based on student's identified needs would be more beneficial. This type of programming was being implemented at the primary and intermediate levels by the resource teachers and their aides and it may be, that a structured diagnostic prescriptive program of this type is needed at the secondary level if more progress is to be shown.

Overall results of the self-appraisal inventory indicated that the pupils were making little growth in developing a positive self-concept as measured by this test. Differences in scores for the primary and intermediate level were small and only one set of scores were significant. It was encouraging to note, however, that both at the primary and intermediate levels, differences were all in the positive direction. In examining the secondary results, the scores indicated that there was a decrease in the posttest scores. Whether this decrease in self-concept was an artifact of the test or a true feeling on the part of the students is difficult to determine. However, in noting the general lack of academic progress of these children, it may be that they were developing a negative school-related concept.

It is this evaluator's feeling that the Malheur County Program was conducting an adequate program for migrant children. At the preschool, primary and intermediate levels the program was especially strong. The preschool program and the resource teachers in the elementary schools provided a strong individualized program for the children. The use of resource teachers may be of benefit at the secondary level. It might be advantageous to have the resource teachers in the Malheur Project provide assistance to the Skill Center personnel in the junior and senior high school. Possibly the teachers in these centers could begin using some of the techniques applied by the resource teachers at the lower levels.

This observer would also encourage the area to examine the reading program being implemented. At the primary and intermediate levels, the children were making significant growth in developing a sight vocabulary. However, overall reading growth does not, as measured by informal reading inventories and standardized reading tests, appear to be as strong. It may be that more instructional time needs to be devoted to teaching reading skills other than sight vocabulary. This would include "Word Attack" and "Word Analysis" skills as well as reading comprehension. As can be noted on the test results, the average reading scores for students in the intermediate and secondary levels were from two to four years below grade level. These results would certainly suggest that all aspects of reading instruction need to be emphasized.

Area Name: *Marion County IED Migrant Education Project*

County: *Marion*

Funding Allocated: *$395,341*

Project Beginning Date: *September 1, 1971*

Project Ending Date: *June 8, 1972*

School Session: *Fall-Spring*

Number of Migrant Students Enrolled: *1,683*

Introduction:

The following districts participated in the project:

1. Aumsville Elementary District 11,
2. Brooks Elementary District 31,
3. Buena Crest Elementary District 60,
4. Cascade Union High School District 5,
5. Eldridge Elementary District 60,
6. Gervais Elementary District 76,
7. Gervais Union High School District 1,
8. Marion Elementary District 20,
9. Monitor Elementary District 142-J,
10. Mt. Angel District 91,
11. North Marion District 15,
12. North Santiam Elementary District 126,
13. Parkersville Elementary District 82,
14. Pioneer Elementary District 82,
15. St Paul District 45,
16. Salem District 24-J,
17. Stayton Elementary District 77-J,
18. Stayton High School District 4-J,
19. Turner Elementary District 79,
20. West Stayton Elementary District 61, and
21. Woodburn District 103.

The total number of public school migrant students enrolled (1,432) was divided in grades K through 12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 19 teachers, 46 aides, 38 volunteers and 8 home-school counselors. Table II presents the number of certified personnel employed.

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	93	70.
First	182	126.79
Second	148	101.58
Third	164	115.35
Fourth	144	103.76
Fifth	149	113.09
Sixth	126	102.26
Seventh	110	65.72
Eighth	90	63.20
Ninth	97	70.76
Tenth	42	34.73
Eleventh	49	34.95
Twelfth	38	27.6
TOTAL	1,432	1,029.79

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	5
2. Other	4
B. English-speaking	
1. Target group	
2. Other	11
TOTAL	20

Supplementary statistical data gathered during the operation of this program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total Bus Miles	41,233	
B. Health Examinations	197	
C. Health referrals	291	
D. Dental examinations	152	
E. Dental referrals	78	
F. Clothing Purchases	63	
G. Morning Snacks	8,256	
H. Hot lunches	5,608	
I. Afternoon snacks	7,775	
J. No. of Teachers	20	
K. No. of Aides		
1. Target group	36	
2. Other	10	
3. How many are bilingual	35	Total 46
L. No. of volunteers		
1. Target group	32	
2. Other	5	Total 38

Objectives and Evaluation Plan:

Preschool

1. The children will be able to name and identify several colors and symbols by the end of the year.

To evaluate this objective the Preschool Academic Checklist was to be administered on a pre- posttest basis.

2. The children will gain confidence in their ability to express ideas and experiences through language to others in various situations by the end of the year.

To evaluate this objective the Basic Concept Inventory was to be administered on a pre- posttest basis.

Primary Grades 1-3

3. The children will show improvement in their ability to read in the English Language.

To evaluate this objective a standardized reading test was to be administered on a pre- posttest basis. If a pretest was not administered, reading scores from the spring of 1971 were to be used as the pretest.

4. The children will show improvement in overall school achievement by the end of the year.

To evaluate this objective a standardized achievement test as administered by the district was to be administered on a pre- posttest basis. If a pretest was not administered scores from the previous spring of 1971 were to be used as the pretest.

Intermediate Grades 4-6

5. Children will show improvement in their ability to read in the English language.

To evaluate this objective a standardized reading test was to be administered on a pre- posttest basis. If a pretest was not administered in the fall of 1971, test scores available from the spring of 1971 were to be used as a pretest.

6. Children will show improvement in overall school achievement by the end of the year.

To evaluate this objective a standardized achievement test as administered by the district was to be administered on a pre- psottest basis. If the tests were not administered in the fall of 1971 then the scores from the previous spring of 1971 were to be used as a pretest.

Secondary Grades 7-12

7. Children, will show improvement in their ability to read in the English language.

To evaluate this objective a standardized reading test was to be administered on a pre- posttest basis. If a pretest was not administered in the fall of 1971, test scores available from the spring of 1971 were to be used as a pretest.

8. Children will show improvement in overall school achievement by the end of the year.

To evaluate this objective a standardized achievement test as administered by the district was to be administered on a pre- posttest basis. If the tests were not administered in the fall of 1971 then the scores from the previous spring of 1971 were to be used as a pretest.

Methodology:

There were five migrant preschool classes in Marion County. The major emphasis of these programs was to provide academic readiness activities for the children. The readiness program centered around such activities as counting skills, recognition of shapes, reading activities such as recognizing letters and their sounds and words, recognition of colors, writing skills and some introductory skills in the telling of time and recognizing money. In addition to these programs, language activities were also conducted. The basic language material used in the preschool program was the Peabody Language Development Kits and they were used to give the children basic oral language skills in standard English. In addition, a number of other activities were conducted which centered around music, art and physical education. Cultural activities were conducted for the preschool children and these involved Spanish songs and games. Many cultural activities were also planned around Mexican holidays.

At the primary level, the major emphasis of the academic program was on reading readiness activities. Due to the fact that the area was serving such a large number of districts, it was impossible to identify any one system as being used in the total area. However, the major emphasis was to individualize the instructional programs as much as possible and provide instruction to children in the areas of identified weaknesses. Individual or small group instruction was conducted by resource teachers and/or aides. A variety of instructional programs were used throughout the area.

In the four smallest schools in the area, instructional assistance was provided by a resource teacher who operated out of a portable van that she drove to each school. The van was a self-contained unit where the teacher could bring children for instruction. Here she conducted needed diagnostic testing and planned instructional programs for children. These programs centered around language development and beginning reading. In schools where there was a larger population of migrant children, a resource teacher and aide were employed. They usually worked in the regular classroom, assisting the teacher with migrant children who were experiencing learning difficulties, and thus, they were able to help the teacher individualize her program to a greater degree. The major emphasis was on instruction in the basic skills, language development and reading readiness. Whenever needed, English as a second language programs were conducted.

In some of the larger schools, resource rooms were operated where the resource teacher and aides worked with the children on academic programs. These rooms were operated at North Marion and Nellie Muir Elementary Schools. The resource teacher worked with the identified migrant children conducting diagnostic testing with them and once their needs were identified she implemented small group or individual programs for them. Migrant children not experiencing learning difficulties remained in the regular classroom setting. The majority of migrant children were served in the regular program and the only time they left the classroom was when they worked with the resource teacher or her aide in the resource center.

At the secondary level, the primary means of serving migrant students was through the use of aides assigned to the regular classroom. The aides helped the students in the subjects where they were experiencing difficulty. In addition to this help, remedial help was also supplied, in some cases, by a resource teacher. The resource teacher not only assisted the students in academic areas but she also provided general counseling service for them. At Woodburn High School, there was a resource room where the children were provided with intensive help in the area of reading. The resource room had a variety of remedial reading materials as well as materials that emphasized the Mexican-American culture.

At North Marion High School, the home-school consultant conducted a career survey class. This class was held at Chemeketa Community College and it explored a number of different occupational training programs available at the college. The purpose of the program was to give the students an opportunity to learn about the different vocational choices they might select if they began a career training program after graduation.

The Migrant Program conducted a course in individualized diagnostic and remedial techniques in reading for many of the reading teachers in the county. Emphasis was placed on teaching the basic skills in reading and programs and materials in this area were presented. Teachers taking this course received credit through the Division of Continuing Education.

A teacher-aide career ladder program was also conducted. This program was developed to provide the aides with the needed skills to develop professional competencies in education. This was done through on-the-job training and formal classroom instruction. The program was held in cooperation with the Career Opportunity Program in Salem School District 24-J and the EPDA program in the Marion County IED.

Parental involvement in the schools was encouraged through the creation of local advisory committees. This was done with the assistance of the home-school coordinators in the various districts. They were in charge of organizing the advisory committees, seeing that meetings were scheduled and informing the parents of the time and place of the meetings. The major emphasis of this effort was to demonstrate the importance of the educational program to the parents and encourage them to keep their children in school and obtain as much education as possible. It was felt that these committees allowed a more open communication between the school and the local community, since they provided a vehicle by which the parents could present their concerns to the school. The home-school counselors were also involved in a year long training program conducted by the area coordinator. The purpose of the training sessions was to provide the home-school counselors with information and skills in dealing with the problems parents typically presented to the school.

Results:

Preschool

1. The children will be able to name and identify several colors and symbols by the end of the year.

Tables IV through VI present the results of the Preschool Academic Checklist for three of the five preschool programs. Table IV presents the results from the Brooks-Gervais Preschool and Kindergarten Program. Results indicate children showed progress in most all of the areas assessed. Especially strong growth was noticed in the area of identifying colors and recognizing money. At the beginning of the year none of the children were able to recognize letters, sounds or words, but on the posttest a number of the children were able to accomplish this task.

Table V presents the results from the North Marion preschool. The majority of the children showed progress in almost all areas assessed. It can be noted that a number of children knew the skills assessed on the pretest and this was possibly due to the fact that they had attended summer programs where they had been provided with readiness activities.

Table VI presents the results from the preschool program at North Santiam. As can be seen, the children made growth in a number of areas, especially in recognizing the names and sounds of letters. Also, many were able to recognize words at the end of the program.

This was all the data submitted at the preschool level. Objective 2 called for the administration of a self-concept inventory. This was not done as the area coordinator indicated they were going to develop a test which was more relevant to the Mexican-American children, however this was not done either. Objective 3 called for the administration of the Basic Concept Inventory to measure language development, but no results were reported.

Table VII presents the average reading score from the California Test of Basic for pupils in grades 4-9. None of the differences were significant but all groups showed progress in reading, with the 7th and 8th grade groups showing more than a year's grow' t.

Third Party Evaluator's Comments:

The data presented for the preschool program and the reading scores were the extent of the evaluative information submitted for this area. This was unfortunate since this area enrolls the largest number of migrant children in the state. This evaluator would encourage the area coordinator to make a maximum effort to acquire evaluative data on his program. If this is not done, he will have no way of determining the impact the program is having on the academic ability of the students being served. Without this type of information he cannot judge the effectiveness of the educational program or initiate meaningful changes, if changes are needed.

The home-school consultant program in the Marion County Area Migrant Program is unique in that the area employs more home-school consultants than any other area in the state. The consultants are provided with a great deal of training so they

TABLE IV

Preschool Academic Checklist
Summary Sheet
Brooks – Gervais

Task	Pre	Post
Knows his name	6	17
Arithmetic		
Counting 1–5	4	17
Counting 1–10	4	16
Counting 1–20	1	12
Counting Objects 1–10	3	16
Naming Numerals 1–10	2	12
Matching Numerals to Objects 1–5	1	12
Recognizing Shapes		
Rectangle	1	16
Circle	1	16
Square	1	16
Triangle	1	13
Recognizing Size:		
Big	11	17
Little	11	17
Knowledge of Time:		
Get up	1	12
Eat lunch	1	12
Go to bed	1	12
Reading		
Recognizing Right and Left:		
Right	6	12
Left	6	12
Recognizing Difference Between Words and Pictures	6	12
Recognizing the Same and Difference		
Shapes	1	15
Letters	1	15
Recognizing Letters:		
a	0	5
i	0	6
n	0	5
p	0	7
t	0	6
m	0	4
Recognizing Sounds:		
s	0	7
m	0	7
t	0	8
n	0	7
p	0	8
d	0	7
Recognizing Words:		
cat	0	2
dog	0	2
red	0	1
chair	0	1
door	0	1
boy	0	2
Writing		
Writing My Name	0	12
Writing Numbers	0	12
Colors		
Identify by Pointing:		
red	4	17
blue	2	17
green	2	17
orange	4	17
yellow	3	17
white	3	17
black	3	17
brown	3	17
Identify by Naming:		
orange	2	17
black	2	17
red	2	17
green	2	16
yellow	2	16
blue	1	17
brown	2	16
white	2	17
Telling Time		
Clock 1 – 9:00 or 11:45	0	1
Clock 2 – 4:30	0	1
Recognizing Coin Money		
Penny	1	17
Nickel	1	12
Dime	1	1
Knowledge of Money		
Five pennies/one nickel	0	7
Dime/two nickels	0	1

TABLE V

Preschool Academic Checklist
Summary Sheet
North Marion

Task	Pre	Post
Knows his name	15	15
Arithmetic		
Counting 1–5	15	15
Counting 1–10	11	15
Counting 1–20	1	12
Counting Objects 1–10	12	15
Naming Numerals 1–10	2	11
Matching Numerals to Objects 1–5	13	14
Recognizing Shapes:		
Rectangle	12	14
Circle	12	14
Square	12	15
Triangle	11	12
Recognizing Size:		
Big	15	15
Little	15	15
Knowledge of Time:		
Get up	6	7
Eat lunch	0	4
Go to bed	9	10
Reading		
Recognizing Right and Left:		
Right	7	11
Left	7	11
Recognizing Difference Between Words and Pictures	10	15
Recognizing the Same and Difference		
Shapes	7	13
Letters	7	13
Recognizing Letters:		
a	1	11
i	3	9
n	0	8
p	2	8
t	2	8
m	2	9
Recognizing Sounds:		
s	1	9
m	1	9
t	0	9
n	1	7
p	1	7
d	0	6
Recognizing Words:		
cat	0	4
dog	0	4
red	0	10
chair	0	0
door	0	4
boy	0	5
Writing		
Writing My Name	9	10
Writing Numbers	0	10
Colors		
Identify by Pointing:		
red	14	15
blue	14	15
green	12	15
orange	15	15
yellow	14	15
white	12	13
black	15	15
brown	13	15
Identify by Naming:		
orange	12	14
black	11	14
red	13	14
green	12	14
yellow	13	15
blue	12	13
brown	9	12
white	10	14
Telling Time		
Clock 1 – 9:00 or 11:45	0	9
Clock 2 – 4:30	0	2
Recognizing Coin Money		
Penny	13	12
Nickel	8	10
Dime	4	8
Knowledge of Money		
Five pennies/one nickel	3	9
Dime/two nickels	3	5

TABLE VI
Preschool Academic Checklist
Summary Sheet
North Santiam

Task	Pre	Post
Knows his name	6	6
Arithmetic		
Counting 1–5	6	6
Counting 1–10	5	6
Counting 1–20	2	6
Counting Objects 1–10	5	6
Naming Numerals 1–10	0	6
Matching Numerals to Objects 1–5	4	6
Recognizing Shapes:		
Rectangle	6	6
Circle	6	6
Square	5	6
Triangle	2	6
Recognizing Size:		
Big	6	6
Little	6	6
Knowledge of Time:		
Get up	0	6
Eat lunch	0	5
Go to bed	0	6
Reading		
Recognizing Right and Left:		
Right	3	6
Left	3	6
Recognizing Difference Between Words and Pictures	5	6
Recognizing the Same and Difference		
Shapes	5	6
Letters	5	6
Recognizing Letters:		
a	3	6
r	3	6
n	2	6
p	2	5
t	1	6
m	0	6
Recognizing Sounds:		
s	0	6
m	0	5
t	2	6
n	0	3
p	0	5
d	0	4
Recognizing Words:		
cat	0	2
dog	0	5
red	0	5
chair	0	0
door	0	1
boy	0	3
Writing		
Writing My Name	5	6
Writing Numbers	0	6
Colors		
Identify by Pointing:		
red	6	6
blue	1	6
green	6	6
orange	5	6
yellow	5	6
white	6	6
black	6	6
brown	5	6
Identify by Naming:		
orange	6	6
black	6	6
red	6	6
green	6	6
yellow	4	6
blue	2	6
brown	6	6
white	5	6
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	2
Recognizing Coin Money		
Penny	4	6
Nickel	4	6
Dime	5	6
Knowledge of Money		
Five pennies/one nickel	0	5
Dime/two nickels	0	1

TABLE VII
Average Test Results
California Test of Basic Skills Reading

Number Tested	Average Scores Pre	Post	Difference	t	p
Grade 4					
39	3.01	3.63	62	< 1.00	> .05
Grade 5					
5	3.10	3.71	61	—	—
Grade 6					
39	4.83	5.51	78	1.03	> .05
Grade 7					
4	3.61	4.64	1.03	—	—
Grade 8					
13	5.81	6.85	1.04	1.46	> .05
Grade 9					
6	5.98	6.28	.30	—	—

can more effectively perform the tasks to which they have been charged. One of their major roles is to assist the parents in becoming more aware of the migrant education program, the rational being that as parents become more aware of the program and academic training which is being provided, they will encourage their children to stay in school for longer periods of time. Thus the overall goal is to increase school enrollment of migrant children especially in junior and senior high school. It will be interesting to note the progress this area makes in increasing the school attendance of migrant children with their emphasis on the home-school consultant program. However, if this is to be effectively done the area must begin to gather adequate data so that evaluation of this type can be conducted. The area was quite deficient in gathering evaluative data and if they are to effectively measure all facets of their program they must gather data that will reflect the type of program they are conducting.

Area Name:	*Central School District 13-J*
County:	*Polk*
Funding Allocated:	*$56,250*
Project Beggining Date:	*September 7, 1971*
Project Ending Date:	*June 9, 1972*
School Session:	*Fall-Spring*
Number of Migrant Students Enrolled:	*321*

Introduction:

The Central School District 13-J, was the only district participating in this program. The total number of public migrant students enrolled (321) are broken down into grades 1-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were; six teachers, eight aides, and one family counselor. [Table II shows the number of certified personnel employed (FTE)].

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	24	19.97
First	37	34.84
Second	32	30.86
Third	24	23.25
Fourth	27	23.26
Fifth	26	23.02
Sixth	25	22.88
Seventh	23	20.90
Eighth	26	23.13
Ninth	32	29.02
Tenth	17	16.22
Eleventh	17	16.29
Twelfth	11	10.53
TOTAL	**321**	**294.17**

TABLE II

Certified Personnel Employed

A. Bilingual	
1. Target Group	0
2. Other	0
B. English-Speaking	
1. Target Group	0
2. Other	3
3. Total	3
C. Family Counselor	
1. Bilingual	1
2. Target Group	1

The supplementary statistical data that was gathered during this program is shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	3,762	
B. Health examinations	14	
C. Health referrals	14	
D. Dental examinations	28	
E. Dental referrals	29	
F. Breakfasts	0	
G. Morning snacks	1,368	
H. Hot lunches	0	
I. Afternoon snacks	1,268	
J. Number of teachers	6	
K. **No. of Aides**		
1. Target group	6	
2. Other	2	
3. How many are bilingual?	6	Total 8
L. **Number of Volunteers**		
1. Target group	0	
2. Other	0	Total 0

Objectives and Evaluation Plan:

Preschool

1. To show measurable gains in language concept development.

To evaluate this objective the Basic Concept Inventory was to be administered on a pre- posttest basis.

2. To show measurable improvement in social skills.

To evaluate this objective the Central School District Evaluation Checklist was to be administered on a pre- posttest basis.

3. To show measurable gains in specific school related academic areas.

To evaluate this objective the Preschool Academic Checklist was to be administered.

Primary – Grades 1-3

4. To show measurable gains in reading.

To evaluate this objective at the first grade level, the Metropolitan Reading Readiness Test was to be administered on a pretest basis and the Gates-MacGinitie Reading Test was to be administered as a posttest. For the second and third grade evaluation the Gates-MacGinitie Reading Test was to be administered on a pre- posttest basis.

5. To improve the self-concept of primary age children.

To evaluate this objective the Self-Appraisal Inventory was to be administered on a pre- posttest basis.

Intermediate – Grades 4-6

6. To improve the reading skills of intermediate level children.

To evaluate this objective, the Gates-MacGinitie Reading Test was to be administered on a pre- posttest basis.

7. To improve the self-concept of the intermediate children.

To evaluate this objective the Self-Appraisal Inventory was to be administered on a pre- posttest basis.

Secondary – Grades 7-12

8. To improve the reading skills of secondary level children.

To evaluate this objective the Gates-MacGinitie Reading Test was to be administered on a pre- posttest basis.

9. To improve the self-concept of secondary level children.

To evaluate this objective the Self-Appraisal Inventory and the Central School District Social Skills Evaluation Checklist were to be administered on a pre- posttest basis.

Methodology:

The Central School District Migrant Education Program was combined with the Title I program at all levels in all buildings. At the preschool level, the program was totally funded by Title I and Title I-M funds, as the district did not operate a preschool program. At the primary and intermediate levels, the program was based on the use of resource teachers whose tasks were to diagnose learning needs of children and provide remediation on an individual basis. At the junior high level, the program was integrated with district reading program and was operated jointly by the district and Title I-M. The high school program included both language arts and social science classes conducted on an individualized basis for students who were experiencing difficulty in regular class settings. Again, it should be remembered that the Migrant Program was combined with the Title I program throughout the district.

The preschool program was conducted in three self-contained portable classrooms, two of which served as classrooms with the third serving as a storeroom and restroom facility. The program was conducted by two teachers and two aides. Each teacher conducted two half day sessions. The preschool program received assistance from practicum students from Oregon College of Education and in addition, two high school girls worked at the center two hours per day. A speech therapist with the Intermediate Education District also worked in the program one day per week for half an hour. She assisted pupils who were in need of speech therapy. A family counselor assisted in home contacts.

The major emphasis of the preschool program was to prepare children to be academically and socially ready for the first grade. Educational activities at the preschool level emphasized oral language development and reading readiness. In addition, arts and crafts activities, rhythms, and singing games were conducted. The bilingual aides in the program assisted in the English as a second language instructional program with Mexican American Children who were just learning oral English. Instructional materials such as Peabody Language Development Kits, the California H-200 Language Program, and the Distar Language Program were used both by the teachers and aides. The Houghton-Mifflin, Getting-Ready-to-Read Program, was used in reading readiness instruction.

At the elementary level there were two settings where migrant children were served. One was in Independence Elementary School which served children in grades one through three, and the other was in Henry Hill Elementary School which served children from grades four through six. In each of these settings a resource teacher and two aides worked with the migrant children. The resource teachers assisted the regular classroom teachers with migrant children who were identified as needing remedial help. The primary emphasis of remedial assistance was in the area of reading. The deficiencies of the children were identified and an individual program was then designed, based on the needs diagnosed by the resource teacher. The resource teacher operated centers where small groups of children who were in need of individualized help and assistance were instructed for 30 to 45 minutes per day. To identify these children, the district tested all children in reading. Those migrant children who received low scores were referred to the special education and resource teachers for further diagnostic assistance. When a more complete diagnosis was obtained on the children an individualized program was initiated. These programs were conducted by both the resource teacher and her aides. In the resource centers instructional materials such as Peabody Language Development Kits, phonics charts, word games, Sullivan Programmed Readers, and SRA Kits were used. It should be noted that the aides who worked at the elementary level not only assisted the resource teacher but they also assisted the regular classroom teachers. They assisted these teachers primarily in the area of language arts and provided assistance to those children who were still learning oral English.

At the junior and senior high levels, the migrant children were served primarily through learning centers. At the junior high level, a half time resource teacher was employed to work with small groups of children who were experiencing learning problems in the regular class setting. The classroom teacher referred children to the resource teacher and he, along with the reading teacher in the building and the director of special education for the district, conducted evaluations in order to develop a prescriptive remedial program based on the identified needs of the students.

At the senior high level a full time resource teacher was employed to assist those students who were experiencing learning problems due to lack of competency in the basic

skills. The emphasis of the program was on remedial reading activities. Students participating in the resource room, at the senior high level, elected to take this class for a two period session which took the place of their regular language arts and social science classes. The resource teacher taught three such sessions with a limited enrollment so that he could provide individual instruction as needed by the students.

At the junior high level, the district utilized Oregon College of Education practicum students to work in a tutorial program. The practicum students assisted the children in reading and math. The principal of the school coordinated the program with the teachers and college supervisor. At the high school level, a career counselling program was offered to migrant students who desired to pursue job training in field centered settings. Approximately fifteen migrant students enrolled in this program, which was conducted by the resource teacher. Students enrolled in the program were encouraged to take aptitude tests to determine their area of interest and ability.

Results:

Preschool

1. To show measurable gains in language concept development.

Table IV presents the scores of the preschool children on the Basic Concept Inventory. It should be noted that a decrease in score indicates growth as only errors are counted. As can be noted all children showed a decrease in their posttest score as compared to their pretest score. This indicated that all children progressed in their standard English language development as measured by the Basic Concept Inventory. It can be further noted that ten out of the sixteen students received scores of twenty or less on the posttest as compared to the pretest.

TABLE IV

Basic Concept Inventory Scores
Preschool – CA 5

Subject	Pretest	Posttest	Difference
1	57	37	–20
2	38	18	–20
3	61	23	–38
4	30	14	–16
5	45	28	–17
6	109	46	–63
7	48	31	–17
8	75	46	–29
9	69	31	–38
10	88	67	–21
11	45	18	–27
12	34	7	–27
13	31	13	–18
14	34	32	– 2
15	58	38	–20
16	53	38	–15

2. To show measurable improvement in social skills.

The Central School District Social Skills Evaluation Checklist was administered on a pre- posttest basis to the preschool children by the classroom teachers. Two areas of this checklist were used for evaluation and they were: social skills which dealt with class participation, peer relationships, and relationships with adults; and class participation which dealt with active participation versus passive participation in classroom settings. This test was scored on a five point continuum from low to high. Results on social skills indicated that seventeen children were ranked in the lowest area on the pretest, but on the posttest, only one child was ranked in one of the two lowest areas. Three of the children were ranked at the high end of the scale. In the area of class participation, sixteen of the seventeen students tested ranked at the two lowest ends of the continuum while one ranked in the middle on the pretest. On the posttest, two children ranked at the lower end, two ranked in the middle and thirteen ranked at the high end of the continuum. Results indicated that the classroom teachers felt that the children improved their social skills and class participation involvement during the school year.

3. To show measurable gains in specific school related academic areas.

This objective was evaluated through the use of the Preschool Academic Checklist. This checklist was used to evaluate the child's abilities in a variety of academic readiness areas. Results of this checklist are presented in Table V. The skills assessed on the checklist are presented with the number who could accomplish the skill at the conclusion of the project. Results indicated that children showed growth in all areas assessed by the checklist. It can be further noted that the largest amount of growth was shown in reading readiness especially in the areas of letter, sound and word recognition. This can be attributed to the emphasis placed upon this area by the preschool teachers.

The teachers also reported that a number of children exceeded the limits of the checklist. Many of the children were orally counting as far as 100 and many were able to identify the sounds of all the consonants. Some of the children were in a beginning reading series and they were involved in writing language experience stories. It was further reported that all of the children had a sight vocabulary well beyond the seven words presented on the checklist.

Primary – Grades 1-3

4. To show measurable gains in reading.

Results of the pre- posttest from the Gates-MacGinitie Reading Test administered to children in second and third grades are presented in Table VI. Results indicated that all children made growth in reading. It can be noted that at the second grade level, six out of the seven children made nine months or more growth in reading. Half the children at the third grade level made a year or mores growth in reading. Only one first grade pupil was assessed in reading and initially it was indicated he needed remedial assistance but at the end of the year he had a grade equivalent score of 1.9 which indicates that he was reading at grade level. In reviewing these score, it should be remembered they are for the children who have been identifed as remedial cases and thus represent the pupils

TABLE V
Preschool Academic Checklist
Summary Sheet

Task	Pre	Post
Knows his name	3	16
Arithmetic		
Counting 1–5	14	16
Counting 1–10	13	17
Counting 1–20	3	15
Counting Objects 1–10	8	16
Naming Numerals 1–10	4	16
Matching Numerals to Objects 1–5	6	14
Recognizing Shapes:		
Rectangle	0	15
Circle	7	16
Square	4	16
Triangle	6	16
Recognizing Size:		
Big	10	16
Little	11	16
Knowledge of Time:		
Get up	0	15
Eat lunch	0	11
Go to bed	0	12
Reading		
Recognizing Right and Left:		
Right	11	16
Left	11	16
Recognizing Difference Between Words and Pictures	6	16
Recognizing the Same and Difference		
Shapes	7	15
Letters	7	15
Recognizing Letters:		
a	1	16
i	3	17
n	0	16
p	1	17
t	1	17
m	2	17
Recognizing Sounds:		
s	0	17
m	0	16
t	0	16
n	0	17
p	0	16
d	0	17
Recognizing Words:		
cat	0	16
dog	0	16
red	0	16
chair	0	15
door	0	16
boy	0	16
Writing		
Writing My Name	0	15
Writing Numbers	0	13
Colors		
Identify by Pointing:		
red	10	17
blue	11	17
green	10	17
orange	11	17
yellow	9	17
white	12	17
black	10	17
brown	9	16
Identify by Naming:		
orange	11	17
black	10	17
red	10	17
green	10	17
yellow	9	17
blue	11	17
brown	9	16
white	12	17
Telling Time		
Clock 1 – 9:00 or 11:45	0	15
Clock 2 – 4:30	0	13
Recognizing Coin Money		
Penny	0	16
Nickel	0	14
Dime	0	14
Knowledge of Money		
Five pennies/one nickel	0	10
Dime/two nickels	0	10

who are experiencing the most difficulty in the academic program.

5. To improve the self-concept of primary age children.

This objective was evaluated through the use of a paper and pencil Self-Appraisal Inventory. This inventory was composed of items divided into the categories of peer, family, general and school. Each item on the test was classified in one of these categories and these can be noted on Table VII which presents the pre- posttest results of the Inventory. Results of the total scores indicate that ten of the fifteen children showed an overall improvement in their self-concept as measured by this test. It can be further noted that ten of the fifteen children improved in self-concept as related to the school setting.

6. To improve the reading skills of intermediate children.

Table VIII presents the pre- posttest scores of the children in grades four through six on the Gates-MacGinitie Reading Test. Only those migrant children referred for remedial help were tested. It can be noted that six of the ten children made more than a years growth in reading. Only subjects two and four at the fourth grade level failed to make growth in reading as measured by this test.

7. To improve the self-concept of intermediate level children.

This objective was evaluated by administering a Self-Appraisal Inventory. The inventory consisted of eighty statements to which the pupil responded either, true or untrue, depending on whether the statement was true or untrue about himself. The eighty items were divided into the categories of general, family, peer and scholastic. In scoring the test, only those items that the child marked positively were counted. Thus, a total score represented the number of positive responses made to all of the categories listed. Table IX presents these scores and it can be seen that the total score of six of the ten children showed an increase from pretest to posttest, which indicates growth in self-concept as measured by this test. It can also be noted in the scholastic area, which refers to a child's feeling about himself in school, seven of the ten children made more positive responses on the posttest than on the pretest, indicating an increase in positive feelings towards school.

TABLE VI
Gates-MacGinitie Reading Test
Grade Equivalent Scores
Grades 2–3

Subject	Pretest	Posttest	Difference
Grade 2			
1	1.4	2.3	+ .9
2	1.4	2.3	+ .9
3	1.6	3.0	+1.4
4	1.5	2.4	+ .9
5	1.5	1.9	+ .4
6	1.8	2.8	+1.0
7	1.7	2.8	+1.1
Grade 3			
1	1.3	2.7	+1.4
2	1.7	2.4	+ .7
3	2.3	3.5	+1.2
4	1.7	2.7	+1.0
5	1.7	2.5	+ .8
6	1.6	2.2	+ .6

TABLE VII

Self-Appraisal Inventory
Primary – Grades 1–3

Subject	Peer		Family		General		School		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	9	10	4	5	8	8	12	11	33	33
2	8	6	3	3	7	8	10	12	28	29
3	4	4	2	3	8	7	7	8	21	22
4	9	7	5	4	8	7	10	9	32	27
5	9	9	3	4	7	7	8	7	27	27
6	7	7	3	5	7	8	8	9	25	29
7	8	6	3	5	7	7	9	10	27	28
8	7	7	4	3	5	7	6	10	22	27
9	9	7	3	4	6	6	10	13	28	30
10	7	8	3	5	6	7	6	10	22	30
11	11	9	6	6	8	8	11	10	36	33
12	6	9	6	6	7	7	10	11	29	33
13	10	6	3	4	5	7	9	11	27	28
14	6	8	4	4	6	7	10	10	26	29
15	7	9	4	3	6	8	8	9	25	29

TABLE VIII

Gates-MacGinitie Reading Test
Grade Equivalent Scores
Grades 4–6

Subject	Pretest	Posttest	Difference
Grade 4			
1	0.0	2.5	+2.5
2	2.4	2.2	– .2
3	2.3	2.7	+ .4
4	2.2	0.0	–2.2
Grade 5			
1	2.5	3.2	+ .7
2	2.2	2.4	+ .2
Grade 6			
1	3.0	6.1	+3.1
2	2.5	3.9	+1.4
3	3.0	4.9	+1.9
4	3.2	4.4	+1.2

TABLE IX

Self-Appraisal Inventory
Intermediate – Grades 4–6

Subject	Peer		Family		General		School		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	6	8	9	14	2	7	9	12	26	41
2	9	8	4	16	11	13	10	12	34	49
3	7	7	16	10	5	8	9	10	37	35
4	16	14	14	18	11	17	13	17	54	67
5	6	10	13	12	12	10	9	11	40	43
6	9	6	12	11	9	12	9	9	39	38
7	12	11	17	16	13	10	13	18	55	55
8	14	15	19	16	11	13	12	17	56	61
9	5	6	15	15	6	5	7	6	33	32
10	9	9	11	14	3	7	6	9	29	39

Secondary – Grades 7-12

8. To improve reading skills of secondary level children.

This objective was measured through the administration of the Gates-MacGinitie Reading Test on a pre- posttest basis. The scores reported are for the students in grades seven through twelve who were in the skills center at either the junior high or senior high school level, and as at the other levels, these were the children who obtained the lowest scores in reading from the total population of students tested. Results of the testing are presented on Table X. Fifteen students were tested at the seventh grade level and of those fifteen, thirteen showed overall growth in reading as measured by this test, with nine children showing more than a years growth in reading. At the eighth grade level, seven children were tested with five of them showing growth in reading, and three of them showing more than a years growth in reading. At the ninth grade level ten children were tested with six of them showing growth in reading and four showing more than a years growth in reading. At the tenth grade level, seven students were tested, five making growth, three showing more than a years growth in reading. In the eleventh and twelfth grades,

TABLE X

Gates-MacGinitie Reading Test–Comprehension
Grade Equivalent Scores
Grades 7–12

Subject	Pretest	Posttest	Difference
Grade 7			
1	3.9	5.3	+1.4
2	3.8	4.5	+ .7
3	4.7	4.8	+ .1
4	3.2	4.4	+1.2
5	8.8	9.5	+ .7
6	4.7	6.8	+2.1
7	2.5	3.9	+1.4
8	4.0	3.4	– .6
9	4.8	7.6	+2.8
10	3.9	4.7	+1.8
11	3.1	5.6	+2.5
12	2.7	3.0	+ .3
13	3.6	3.3	– .3
14	4.0	6.1	+1.9
15	4.8	6.1	+1.3
Grade 8			
1	3.6	4.9	+1.3
2	8.1	6.9	–1.2
3	5.8	7.4	+1.6
4	3.3	0.0	–3.3
5	2.8	3.6	+ .8
6	2.5	2.9	+ .4
7	4.9	7.9	+3.0
Grade 9			
1	2.3	3.5	+1.2
2	3.9	5.5	+1.6
3	7.1	7.4	+ .3
4	4.9	4.7	– .2
5	11.6	11.0	– .6
6	7.4	8.5	+1.1
7	3.2	5.0	+1.8
8	10.5	11.0	+ .5
9	5.8	3.3	–2.5
10	4.7	4.3	– .4
Grade 10			
1	6.0	4.6	–1.3
2	6.6	8.8	+2.2
3	8.8	8.8	0.0
4	6.9	8.5	+1.5
5	6.6	6.9	+ .3
6	8.8	9.2	+ .3
7	6.9	8.8	+1.8
Grade 11			
1	5.5	7.9	+2.4
Grade 12			
1	3.3	3.5	+ .2
2	8.5	10.5	+2.0

TABLE XI

Self-Appraisal Inventory
Secondary Level – Grades 7–12

Subject	Peer		Family		General		School		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	41	46	47	51	41	35	40	45	169	177
2	50	59	53	57	43	41	52	51	198	209
3	57	56	53	55	46	51	53	55	210	217
4	57	63	54	63	51	45	58	64	223	235
5	48	54	55	63	44	49	43	55	190	220
6	51	49	52	51	49	46	51	47	203	193
7	53	54	50	48	43	41	55	58	201	204
8	52	56	72	70	48	51	55	68	227	245
9	50	56	60	55	47	54	44	58	200	215
10	41	39	36	44	32	41	43	51	150	213
11	52	59	61	61	49	61	51	51	213	232
12	49	58	47	54	46	55	48	57	190	221
13	50	52	50	58	48	52	47	51	207	214

only three students were tested and all three of them showed growth, two showing two or more years growth.

9. To improve the self-concept of secondary level children.

This objective was evaluated through the use of a Self-Appraisal Inventory. This inventory contained eighty statements to which the student was to indicate either strong agreement, agreement, disagreement, or strong disagreement with each statement. The eighty statements were divided into areas of general, family, peer and scholastic. Points were assigned to the student's responses in the following way: 4 strong agreement; 3 agreement; 2 disagreement; 1 strong disagreement. The total score on the test was the total of the values assigned to each of the students responses. Therefore, the higher the score the more positively the child is reacting to himself as measured by this test. An increase in posttest score over pretest score would indicate the child was responding more positively about himself in relation to the categories listed on the test. As can be seen on Table XI, thirteen children took the pre- posttest Self-Appraisal Inventory. Twelve of the thirteen increased their total score indicating an increase in positive feelings about themselves as measured by this test. It can be further noted, eight of the thirteen showed improvement in their feelings about themselves in relation to school as measured by this test.

Third Party Evaluator's Comments:

The overall results of this project indicate the majority of children were making growth in all areas assessed. The Central School District conducts an extensive program for migrant children at all levels and this undoubtly helps explain these results.

It should be remembered that the children whose scores were reported were only those who were experiencing learning difficulties in the regular classroom setting. These children were identified through district-wide testing and then provided special remedial help, primarily through a resource room or skill center setting. In addition, some of these children received special assistance from the aides employed by the program. Migrant children who were not experiencing learning difficulties in the regular classroom setting were not served by this project.

Results from grades seven through twelve are strong, since remedial students at this level often show the least amount of progress in academic areas and usually are reluctant to participate in classroom activities. Of the thirty-nine students assessed at this level in reading, twenty-nine showed overall progress in reading with nineteen gaining a year or more. The diagnostic-remedial approach being used in the study skill centers at the junior and senior high levels is providing the type of assistance needed by these children.

The results of the Self-Appraisal Inventory indicated that the majority of children were showing overall growth in their self-concept as measured by this test. This was especially noticable in the total score as well as in the category of school or scholastic, which was most reflective of how the child felt about himself in school.

Area Name:	*Bilingual Education Program* *Eastern Oregon College*
County:	*Union*
Funding Allocated:	*$81,939*
Project Beginning Date:	*September 1, 1972*
Project Ending Date:	*August 31, 1972*
School Session:	*Fall-Summer*
Number of Migrant Students Enrolled:	*19*

Introduction:

The bilingual education project is a program for post-secondary students enrolled in the regular college program at Eastern Oregon College. Because of the nature of this project the format for reporting will differ from the other reports found in this document.

Objectives and Evaluation Plan:

1. To provide 36-45 term hours of special education, including Bilingual Curriculum Development, Bilingual Teaching Strategies, Chicano Literature and Poetry, Spanish for Native Speakers, plus electives which will not include more than one half of the total minor that will be offered the first contract year of the bilingual program.

To evaluate this objective, a description of the program was to be provided.

2. To afford access to the total Eastern Oregon College curriculum for those students enrolled in the bilingual component.

To evaluate this objective, the number of full time students admitted to the college in the bilingual component was to be reported.

3. To develop bilingual proficiency in spoken and writte Spanish for bilingual component students.

To evaluate the spoken component of this objective, speaking proficiency was to be measured by using the United States Department's Foreign Service Institute (FSI) absolute rating system. To evaluate the written component of this objective a paragraph containing 75 words was to be dictated to the students and the number of errors made in these 75 words was to be reported. To further evaluate the written component a composition of at least 100 words was to be written on a specific subject provided for the student. Number of errors made in this composition were to be reported.

4. To participate in summer E.S.E.A. Title I-M programs, encouraging student internship programs.

To evaluate this objective, the number of students who actively participated in summer programs was to be reported. Where they participated and the role they played in the program was also to be reported.

5. To guarantee that students recruited to the bilingual component sign a "willingness to serve migrants in Oregon" pledge. This pledge stated that one year of service would be performed for one year of stipened study, providing employment was available.

To evaluate this objective, the number of students who signed the pledge was to be reported.

6. To recruit students to the program on the following basis:

a. admit twenty students to the program;
b. encourage male students to apply;
c. encourage enrollment so as to have at least 65% of the group from Mexican-American origin;
d. recruit students whose families have been active in the migrant stream and who have had farm labor experience;
e. encourage recruitment of students who are committed to public education.

To evaluate this objective, a description of the students was to be provided. This description was to include the above points.

7. To seek to mobilize community resources in La Grande so as to provide stable employment for dependents of the students in the bilingual component program.

To evaluate this objective, the jobs acquired were to be described.

8. To have the students in the bilingual component program participate in the overall state program as follows:

a. facilitate in the evaluation and dissemination of materials supportive of bilingual education ;
b. participate in local and state-wide in-service training programs;
c. encourage student internships in existing state projects;
d. attempt to identify other sources of funding for bilingual education in an effort to complement

efforts of E.S.E.A. Title I-M funding;

e. to seek to establish within the regular teacher training program at Eastern Oregon College programs of greater impact for minority education programs;

f. endeavor to coordinate migrant teacher education activities on the Eastern Oregon College campus with the other social service agencies.

To evaluate this objective, a description of the participation of the bilingual students in social service activities was to be provided. The number of students who actually participated in these projects was also to be reported.

Methodology:

Since the objectives and evaluation plan for this project were descriptive of the total project itself, a description of the methodology of the project was included in the results section of this study.

Results:

1. To provide 36-45 term hours of special education, including Bilingual Curriculum Development, Bilingual Teaching Strategies, Chicano Literature and Poetry, Spanish for Native Speakers, plus electives which will not include more than one half of the total minor that will be offered the first contract year of the bilingual component.

The bilingual education program was initiated to train teachers who would be capable of providing specialized instruction for bilingual migrant children. Of extreme importance was the necessity to also expose young migrant children to successful role models, teachers with whom Mexican-American children could identify.

Instruction focused on combatting the problems of the Spanish speaking children at the elementary school level. The primary concern of the college program was to give the prospective teacher the skills to function in a classroom that contained a high ratio of Spanish speaking children.

Courses included in the Bilingual Education Program at Eastern Oregon College are as follows:

RL 217, 218, 219. SPANISH FOR NATIVE SPEAKERS. 9 hours for three terms. A course specially designed for native Spanish-speaking Americans. Basic grammar and orthography, composition, techniques in transcription, vocabulary building, techniques in identifying and remedying errors, communication skills and business correspondence, advanced oral expression. Conducted in Spanish.

RL 317. SPANISH AMERICAN FOLKLORE. 3 hours for one term. A course designed to explore and discuss in Spanish the myths, folklore, traditions, and beliefs of the old Southwest and Mexico.

RL 318. CHILDREN'S LITERATURE IN SPANISH. 3 hours for one term. A review of bilingual children's books, evaluation of the reading level, and selection of high interest reading material. Also, an experience in writing children's stories in Spanish.

RL 319. CHICANO LITERATURE AND POETRY. 3 hours for one term. A kaleidoscopic view of a variety of Chicano and Mexican contemporary works in English, Spanish, and Pocho.

ED 330. CULTURAL DIFFERENCES AND AMERICAN EDUCATION. 3 hours for one term. Focus on educational problems of minority groups including migrants, Spanish speaking, Negro, and American Indian. Special attention given to the role of the teacher in changing the educational environment. Extensive use of films, especially to document those situations too far removed for direct observation.

ED 371. MATERIALS FOR BILINGUAL INSTRUCTION. 3 hours for one term. Critical examination of available bilingual materials in all phases of elementary teaching including English as a second language, Spanish, social studies, arithmetic, and science. Attention given to total integration of bilingual curriculum.

ED 372. MATERIALS FOR BILINGUAL INSTRUCTION. 3 hours for one term. Emphasis on teacher-developed materials for the bilingual classroom. Attention placed on individualizing and adjusting materials to specific classroom needs. Students will develop materials which can be used in actual teaching situations. Prerequisite: Ed 371.

ED 381. BILINGUAL TEACHING PROCESS. 3 hours for one term. Application of specific techniques in bilingual teaching. Students apply skills in developing objectives and lesson plans to bilingual situations. Extensive use of microteaching. Prerequisites: Ed 352, Ed 371, Ed 372.

ED 409. PRACTICUM (BILINGUAL). 3 hours for one term. Students participate in summer school sessions with bilingual children.

ED 410. METHODS AND RESOURCE MATERIALS: TEACHING OF ENGLISH AS A SECOND LANGUAGE. Emphasis on techniques and materials for teaching English to non-native speakers. Open only students in the Bilingual Program.

2. To afford access to the total Eastern Oregon College curriculum for those students enrolled in the bilingual component.

Seventeen students enrolled in the bilingual program at the beginning of the fall term. Two more enrolled at the beginning of the winter term. Of these nineteen students, one dropped out after the fall term to get married, one dropped out during winter term for employment and one quit spring term due to personal problems.

3. To develop bilingual proficiency in spoken and written Spanish for bilingual component students.

Table 1 presents the oral proficiency ratings from the Foreign Service Absolute Rating System for students who took the pre- posttest. Scores on this test were determined by

listening to the student orally use Spanish and then rating this performance on a scale of 1 to 5. The following criterion were used in assigning a value to the student's performance: 1 – indicates the ability to satisfy routine travel needs and minimum courtesy requirements; 2 – indicates the ability to satisy routine social demands and limited work requirements; 2+ – indicates that an individual exceeds the 2 rating primarily in fluency and in either grammar or vocabulary; 3 – indicates the ability to speak the language with sufficient structural accuracy and vocabulary to satisfy all normal social and work requirements and handle professional discussions within a special field; 3+ – indicates exceeding 3 primarily in vocabulary and fluency or grammar; 4 – indicates ability to use the language fluently, accurately, and normally on all levels pertinent to professional needs; 4+ – is a rating just below 5, which indicates speaking proficiency equivalent to that of an educated native speaker.

As can be seen on Table I, nine of the ten subjects received ratings of 3 or more on the pretest. Posttest scores indicate a minimal amount of improvement in this area. As reported by the project director, this was to be expected as the spoken fluency in Spanish is generally quite high for students at the college level who are native speakers of the language.

TABLE I

Oral Proficiency Rating
Foreign Service Institute Absolute Rating System

Subject	Pretest	Posttest
1	2+	3
2	3	3+
3	3+	3+
4	4	4
5	3	3
6	3+	3+
7	4	4+
8	4+	4+
9	3	3
10	3	3+

Tables II and III present the results of the word dictation test and the composition test. The number and percentage of errors were tabulated between pre- and posttest and differences were computed. As can be seen on Table II all students improved in the word dictation test and Table III shows that the percentage of errors on the 100 word composition test decreased for all subjects except two. In order to determine if the growth shown on the 100 word composition test was significant, the results were analyzed using a Sign-Rank test. Results of this analysis are shown on Table IV and they indicate that the differences were significant at the .01 level. It should be noted that the number of errors on the written tests were greater than on the oral test. This was due to the fact that many of the students had never received instruction in written Spanish and this was the first time they had received such instruction.

TABLE II

Seventy-five Word Dictation Test
Number of Words with at Least One Error*

Subject	Pretest	Posttest	Difference
1	17½	11	– 6½
2	13	2½	–11½
3	21	7	–14
4	19	9½	–10
5	14	4½	–10
6	20½	9	–11½
7	18½	11½	– 7
8	20	11½	– 8½
9	28	19	– 9

*Accent error counts ½.

TABLE III

One Hundred Word Composition Test
Percentage of Words with at Least One Error*

Subject	Pretest	Posttest	Difference
1	25.0	9.1	–15.9
2	6.8	4.9	– 1.9
3	10.0	2.8	– 7.2
4	12.6	12.4	– .2
5	11.7	13.2	+ 1.5
6	9.1	8.8	– .3
7	7.2	4.2	– 3.0
8	10.1	9.3	– .8
9	13.3	13.7	+ .4
10	13.9	11.1	– 2.8
11	16.6	7.9	– 8.7

*Accent error counts ½.

TABLE IV

Sign-Rank Test Applied to
One Hundred Word Composition Test

Subject	Difference	Rank of Absolute Difference	Ranks with Minority Sign
1	–15.9	11	
2	– 1.9	6	
3	– 7.2	9	
4	– .2	1	
5	+ 1.5	5	5
6	– .3	2	
7	– 3.0	8	
8	– .8	4	
9	+ .4	3	4
10	– 2.8	7	
11	– 8.7	10	

T = 9
P < .01

4. To participate in summer E.S.E.A. Title I-M programs, encouraging student internship programs.

Five students participated in Title I-M summer programs in Oregon. Two students worked as aides in the Ontario area, two worked in the North Plains program as day care instructors, and one served in Mt. Angel as an instructor in the day care program. Several other students would have attempted to work in summer programs, but they felt the need to find employment which would allow them financial security for the following school year. Some students were unable to work on summer jobs because of family responsibilities.

5. To guarantee that students recruited to the bilingual component sign a "willingness to serve migrants in Oregon" pledge. This pledge stated that one year of service would be performed for one year of stipend study, providing employment was available.

Nineteen students signed this pledge.

6. To recruit students to the program on the following basis:

a. admit twenty students to the program;
b. encourage male students to apply;
c. encourage enrollment so as to have at least 65% of the group from Mexican-American origin;
d. recruit students whose families have been active in the migrant stream and students who have had farm labor experience;
e. encourage recruitment of students who are committed to public education.

Of the nineteen students admitted to the program eight were male and eighteen were of Mexican-American decent. All students enrolled had either worked in farm labor or had parents who had been active in the migrant stream. Of the students enrolled, eleven had experience in public education, most having served as teacher aides.

7. To seek to mobilize community resources in La Grande so as to provide stable employment for dependents of the students in the bilingual component program.

There were only three individuals, all husbands of program students who sought full time employment. All three found jobs at Boise Cascade Particle Board Plant at the beginning of the fall term.

8. To have the students in the bilingual component program participate in the overall state program as follows:

a. Facilitate in the evaluation and dissemination of materials supportive of bilingual education.

During the year, a great deal of effort was devoted to the search for materials to be used in bilingual classrooms. An initial lack of bilingual materials delayed the program's ability to assist local school districts in acquiring educational materials. However, the program was able to assist bilingual kindergarten teachers in Ontario throughout the year, especially in acquiring language development materials in both Spanish and English. During the spring and summer quarters the program assumed an important role in outlining the curriculum for the Ontario first grade bilingual class, as well as offering recommendations for the trilingual project to be undertaken in Monitor, Oregon.

b. Participate in local and state-wide in-service training programs.

Participation by students in areas supportive of migrant and bilingual education was limited. Because this was the project's first year as an undergraduate program most students were either at the freshman or sophomore level; only three were juniors and there were no seniors. However, there was considerable participation during the year. In September, five students attended the A.S.C.D. conference in Ontario which dealt with cross-cultural communications. Five students participated in a Woodburn in-service for kindergarten and early primary teachers on February 18 and 19. Four participated in May at the Chicano Student Union presentation on the Oregon State University campus. Six students participated in a program which explained the need and direction of bilingual teacher training in Oregon. Also in May, three students attended a presentation in Woodburn concerning the teaching of English as a second language. In addition to this, several students gave talks to education, anthropology, and sociology classes on the Eastern Oregon Campus.

c. Encourage student internships in existing state projects.

During the 1971-72 school year there were no students who participated in an intern program. However, during the year plans were set for placing twelve students in intern programs during the 1972-73 school year.

d. Attempt to identify other sources of funding for bilingual education in an effort to complement efforts of E.S.E.A. Title I-M funding.

Because of the uncertain nature of the funding from Title I-M, the program attempted to find supplemental funds from other sources. Title VII was examined as a possible funding source, as well as the bilingual teacher training section of E.P.D.A. Approximately 140 inquiries were sent to different foundations in search of funding monies.

e. To seek to establish within the regular teacher training program at Eastern Oregon College programs of greater impact for minority education programs.

The staff has encouraged enrollment of nonprogram students in classes forming the bilingual minor. Some of the classes offered by the bilingual program may be taken for partial fulfillment of requirements for a minor in minority education.

f. Endeavor to coordinate migrant teacher education activities on the Eastern Oregon College campus with the other social service agencies.

No results were provided for this objective.

Third Party Evaluator's Comments:

Results of this program indicate that the objectives were being met and the staff was actively involved in training bilingual teachers. It was felt by this evaluator that the type of teachers being trained in this program were needed in many public schools in Oregon. Graduates from this program should be able to fill a void in Oregon education. As the need for bilingual programs increase and educators and legislators become aware of this need, there will definitely be a requirement for the type of teacher this program is training.

As indicated, there was a need to place these students in intern programs throughout the state. During this year, the project was not successful in placing students. However, there are a number of students with placement opportunities for the 1972-73 school year. As these students become active in their intern programs the quality of the overall training program should increase immensely.

Area Name:	*Washington County IED*
County:	*Washington*
Funding Allocated:	*$164,386*
Project Beginning Date:	*September 1, 1971*
Project Ending Date:	*June 6, 1972*
School Session:	*Fall-Spring*
Number of Migrant Students Enrolled:	*582*

Introduction:

North Plains, Hillsboro Elementary, Hillsboro Secondary, Forest Grove, and Banks were the districts participating in the program. The total number of public school migrant students enrolled (582) were divided into grades K-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 6 teachers, 14 aides, 6 volunteers and 2 home-school consultants. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	28	22.4
First	73	56.9
Second	72	54.0
Third	60	50.4
Fourth	67	54.9
Fifth	70	65.1
Sixth	64	52.5
Seventh	51	40.8
Eighth	31	27.3
Ninth	23	18.8
Tenth	18	17.3
Eleventh	13	8.3
Twelfth	12	11.0
TOTAL	**582**	**479.7**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	2
2. Other	5
B. English-speaking	
1. Target group	0
2. Other	0
TOTAL	**7**

Supplementary statistical data gathered during the operation of this program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	679	
B. Health examinations	66	
C. Health referrals	88	
D. Dental examinations	96	
E. Dental referrals	105	
F. Breakfasts	0	
G. Morning Snacks	0	
H. Hot lunches	0	
I. Afternoon snacks	0	
J. No. of Teachers	6	
K. **No. of Aides**		
1. Target group	5	
2. Other	9	
3. How many are bilingual?	8	Total 14
L. **No. of Volunteers**		
1. Target group	0	
2. Other	6	Total 6

Objectives and Evaluation Plan:

Primary Grades 1–3

1. To improve the reading skills of primary level children.

To evaluate this objective the reading section of the Metro 70 Achievement Test was to be administered on a pre- posttest basis.

2. To improve the arithmetic skills of primary level children.

To evaluate this objective the arithmetic section of the Metro 70 Achievement Test was to be administered on a pre-posttest basis.

3. To improve the speech and hearing deficiencies of primary level children in the program.

To evaluate this objective the number of children who were referred for speech and hearing problems was to be reported. Treatment received and disposition of the children was also to be reported.

4. To improve the communication and understanding between home, school and community.

To evaluate this objective the number of children who were visited by the home-school counselor was to be reported. In addition the number of presentations the various area personnel provided to the community and local groups was also to be reported. Also any type of special event within the school that helped communicate to the parents the type of activities the children were involved in was to be reported.

5. To encourage schools to participate in social and cultural activities of the minority culture.

To evaluate this objective the number and type of cultural activities that were conducted in the school was to be reported. Also any other activities that reflected the cultural aspects of the minority groups was to be reported.

Intermediate Grades 4–6

6. To improve the reading skills of intermediate level children.

To evaluate this objective the reading section of the Metro 70 Achievement Test was to be administered on a pre- posttest basis.

7. To improve the arithmetic skills of intermediate level children.

To evaluate this objective the arithmetic section of the Metro 70 Achievement Test was to be administered on a pre-posttest basis.

8. To improve the study skills of intermediate level children.

To evaluate this objective the Study Skill Section of the Metro 70 Achievement Test was to be administered on a pre-posttest basis.

9. To improve the speech and hearing deficiencies of preschool level children in the program.

To evaluate this objective the number of children who were referred for speech and hearing problems was to be reported. Treatment received and disposition of the children was also to be reported.

10. To improve the communication and understanding between home, school and community.

To evaluate this objective the number of children who were visited by the home-school counselor was to be reported. In addition the number of presentations the area personnel provided to the community and local groups was also to be recorded. Also any type of special event in the school that helped communicate to the parents the type of activity that the children were involved in was to be reported.

11. To encourage schools to participate in social and cultural activities that reflect the minority culture.

To evaluate this objective the number and type of cultural activities that were conducted in the school were to be reported. Also any other activities that reflected the cultural aspects of the minority groups were to be reported.

Secondary Grades 7–12

12. To improve the reading skills of secondary level children.

To evaluate this objective the reading section of the Metro 70 Achievement Test was to be administered on a pre- posttest basis.

13. To improve the arithmetic skills of secondary level children.

To evaluate this objective the arithmetic section of Metro 70 Achievement Test was to be administered on a pre- posttest basis.

14. To improve the study skills of secondary level children.

To evaluate this objective the study skill section of the Metro 70 Achievement Test was to be administered on a pre-posttest basis.

15. To improve the speech and hearing deficiencies of secondary level children in the program.

To evaluate this objective the number of children who were referred for speech and hearing problems was to be reported. Treatment received and disposition of the children was also to be reported.

16. To improve. the communication and understanding between home, school and community.

To evaluate this objective the number of children who were visited by the home-school counselor was to be reported. In addition the number of presentations the area personnel provided to the community and local groups were also to be reported. Also any type of special event within the school that communicated to the parents the type of activity the children were involved in was to be reported.

17. To encourage schools to participate in social and cultural activities that reflect the minority culture.

To evaluate this objective the number and type of cultural activities that were conducted in the school was to be reported. Also any other activities that reflected the cultural aspects of the minority group were to be reported.

It should be noted that in reporting scores on the Metro 70 Achievement Test, pre- posttest scores were to be reported in grade equivalencies scores.

Methodology:

The Washington County Migrant Education Program was designed to meet the identified individual needs of migrant children they were serving, many of whom were bilingual and bicultural. The program in Washington County served children in five different school districts and the program varied from district to district due to the different philosophies of the districts involved. Each of the programs in the five districts are described individually.

In the North Plains Elementary School District a skill center was established to serve migrant children. The teacher in the skill center served two separate groups of migrant children, one group in the morning and one in the afternoon. The children were referred to the skill center by the regular classroom teachers and they were encouraged to refer only those children who had the most severe academic problems. Referred children were given diagnostic assessments by the

resource teacher to determine their specific language and reading deficiencies. Instructional programming emphasized development of basic skills in language arts and reading and a variety of approaches and materials were used. Reading was taught through a phonics approach and use of supplemental language experience stories designed by the children. Children participated in small group and individual activities and many games and reading drill activities were used.

In the Hillsboro Elementary School District, one teacher and two bilingual aides worked in four different elementary schools. Children worked with the teachers and aides on a half-hour basis outside the regular classroom and because of this, continual efforts were made to maintain communication with the classroom teacher regarding the child's progress in the Title I-M Program. As much as possible, the teacher and aides provided instruction that would supplement the child's work in the classroom. Children who were referred to the migrant teacher were those experiencing the most difficulty in the regular classroom setting. Once referred, they were provided with diagnostic assessment and programs were designed around their identified needs. In implementing these programs, a variety of methods and materials were used. Materials included Distar Language and Reading Kits, Peabody Language Development Kits and high interest–low vocabulary reading materials. To implement individualized instruction in reading, the Aud-X Reading Program, Sullivan Programmed Readers and the language experience approach to reading was used. H-200 materials were also used in the language development program. The teacher aides were able to provide individualized instruction on a one-to-one basis in most cases.

The secondary program was implemented in a skill center at Poynter Junior High School. Students were referred to the skill center in the junior high by teachers, school counselors and the director of the skill center, who was employed by the Title I-M Program. Normally, students were referred to the center because of special academic needs, primarily in the area of reading and/or math. Once a child was referred, he was given a diagnostic assessment and when his specific deficiencies were identified, the teacher and aides assisted him in developing weekly contracts in which the student agreed to complete a set amount of academic work. As the student worked on his contract, the aides and teacher provided as much individualized assistance as possible. The skill center personnel provided continual feedback to the classroom teacher concerning the type of work the child was doing and the progress he was making. A variety of special material was used but as much as possible, high interest–low vocabulary curriculum material was used.

In the Forest Grove Unified School District two teachers were employed, each working in two separate elementary schools within the district. These schools were Central, Dilly, Joseph Gail and Cornelius. Children were referred to the Title I-M teachers and aides by the regular teaching staff in these four buildings. Migrant children were served who were experiencing the most difficulty in learning in the regular classroom program and once the children were referred they were given diagnostic testing to identify their specific academic needs. The Forest Grove School District relied heavily on Distar Instructional Materials, both in language and reading, and these materials formed the major basis of the curriculum. The goal was to improve the language and reading skills of the children.

At the Joseph Gail Elementary School, in addition to work in Distar, the children participated in oral reading activities which were supervised by either adult aides or volunteers who listened to the children read on an individual basis. Cornelius Elementary School used a skill center in which the children were given individualized or small group instruction in both Distar Language and Reading. Volunteers also worked in this setting under the direction of the teacher and they provided a resource for individualized programming in a variety of reading areas.

In the Banks Elementary School, two teacher aides provided individualized instruction and assistance for migrant children. The children receiving help were identified by the regular classroom teacher and then served by the aides. The aides either worked in the classroom under the direction of the classroom teacher or in a setting outside the regular classroom. One of the aides was trained in the use of Distar Materials and she worked with several children in Distar Reading.

In each of the five districts, programs emphasized an individual curriculum based on the children's identified needs. The Title I-M staff worked closely with the classroom teachers so that the migrant program coincided as much as possible with the regular classroom program.

Two home school consultants were employed by the area to assist in communication between home, school and community. One of these consultants was paid and the other worked on a volunteer basis. The home school consultants helped inform the parents of the various school activities which were being conducted. The consultants also provided transportation for parents to parent-teacher conferences. Besides these two people making home visits, the classroom teachers and resource teachers also made home visits throughout the year. It was reported that 120 families were registered with the Title I-M program and approximately 600 home visits were made.

It was the responsibility of the entire Title I-M staff to inform the public as much as possible about the program being conducted in the Washington County Area. The area coordinator was very active in making presentations to civic, religious and educational organizations throughout the county. Several classroom and resource teachers also made presentations to different organizations in the area. All of these presentations were done in order to better inform the public about the project.

In order to further share with the community the activities of the migrant program and to give the Mexican-American children at the junior high level an opportunity to participate in their own cultural activities, a group called **Los Tapatios** was formed. This was a Mexican folk dance group and they presented programs throughout the area which reflected the Mexican culture. They performed many of the songs and

dances of Mexico and during the school year they gave 26 different performances.

Results:

Primary Grades 1–3

1. To improve the reading skills of primary level children.

Table IV presents the overall test results in the area of reading for the primary grades. As can be seen none of the results reached significance on a t test computed for correlated means. However, all results indicated that the children were making growth in reading and the Wide Range Achievement Test (WRAT) indicated that more than a year's growth in reading was made. The evaluation plan called for the testing of children with the Metro 70 Achievement Test, however, results were reported on the Wide Range Achievement Test and the Gates-MacGinitie Reading Test. These scores were included in the results although they were not specified in the objectives.

TABLE IV
Overall Test Results
Reading
Primary (Grades 1–3)

Test and District	Average Score Pre	Post	Difference	t	p
WRAT (N–38)	1.50	2.90	1.40	1.39	>.05
Metro Ach. (N–2)	1.50	2.30	.80	—	—
Gates–MacGinitie (N–10)	1.90	2.90	1.00	<1.00	>.05

2. To improve the arithmetic skill of primary level children.

Table V presents the overall test results for the primary children in the area of arithmetic. As can be noted significant difference was not achieved, however the results indicate the children were making growth in arithmetic. Again, this objective called for administering the Metro 70 Achievement Test on a pre- posttest basis, but this test was not used and the Metropolitan Achievement Test was used instead.

TABLE V
Overall Test Results
Arithmetic
Primary (Grades 1–3)

Test and District	Average Score Pre	Post	Difference	t	p
Metro Ach. (N–13)	1.55	2.34	.79	<1.00	>.05

Intermediate Grades 4–6

6. To improve the reading skills of intermediate level children.

Table VI presents the overall test results in reading for the intermediate grade children. Significant differences were not obtained, however, children as a group did make growth in reading as indicated by the Wide Range Achievement Test and the Gates-MacGinitie Test.

TABLE VI
Overall Test Results
Reading
Intermediate (Grades 4–6)

Test and District	Average Score Pre	Post	Difference	t	p
WRAT (N–15)	4.36	5.07	.68	<1.00	>.05
Gates–MacGinitie (N–16)	2.83	3.54	.71	<1.00	>.05

No other test results for any of the other objectives were reported.

Third Party Evaluator's Comments:

In reviewing the results of this project, it can be reported that the programs described in the proposal were conducted and the test results indicate that growth was made in the areas assessed. It can also be noted that the area was attempting to involve the cultural resources of the Mexican-American children in the school program. This was reflected in the **Los Tapatios** group at the junior high school level. Involving children at this age level in the cultural activities of their heritage appears to be an excellent way to build interest in school. As they become more interested in school their attendance in school should increase.

In reviewing at the overall results, it must be noted that many of the stated objectives were not evaluated and those that were, were not measured with the instruments indicated in the evaluation plan. The objectives that dealt with the speech and hearing proficiency of the children, communication and understanding, and the social and cultural aspects were not evaluated as described in the evaluation plan. It was also indicated that the Metro 70 Achievement Test would be administered at the primary, intermediate and secondary levels to measure the children's growth in reading and arithmetic. At the intermediate and secondary levels it was also to be used to measure growth in study skills. Results were reported for some of the children either on a pretest or posttest basis and in a few instances on a pre- posttest basis. However, grade equivalent scores were not reported and many times only raw scores were reported. It is recognized that the school districts conducted the testing and the migrant program used these scores for evaluation. In many instances the tests used were different than those called for in the evaluation plan.

It is strongly recommended that the area coordinator, along with the resource teacher and other staff members devise an evaluation plan which can be implemented by the migrant program and that this be conducted on a pre- posttest basis with as many of the Title I-M children as possible. It is recognized that these children move a great deal and posttesting is not always possible. The gathering of evaluative data on some type of continual basis may be an alternative to posttesting.

Area Name:	*Yamhill County IED*
County:	*Yamhill*
Funding Allocated:	*$127,524*
Project Beginning Date:	*September 1, 1971*
Project Ending Date:	*June 6, 1972*
School Session:	*Fall-Spring*
Number of Migrant Children Enrolled:	*603*

Introduction:

The school districts participating in this area's migrant program were Amity, Carlton, Dayton, McMinnville, Newberg, Yamhill and Yamhill-Carlton. Table I presents the number of migrant children enrolled in the program and the grade levels in which they were enrolled. Table II presents the number of certified personnel employed in the program.

Table III presents the supplementary statistical data for the project.

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	65	43
First	67	54
Second	68	57
Third	54	48
Fourth	61	52
Fifth	55	47
Sixth	36	30
Seventh	44	39
Eighth	40	36
Ninth	46	39
Tenth	30	24
Eleventh	20	16
Twelfth	17	13
TOTAL	**603**	**498**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	2
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	3
TOTAL	**5**

TABLE III

Supplementary Statistical Data

A. Total bus miles	18,210	
B. Health examinations	27	
C. Health referrals	15	
D. Dental examinations	67	
E. Dental referrals	60	
F. Breakfasts	0	
G. Morning snacks	3,700	
H. Hot lunches	1,500	
I. Afternoon snacks	3,700	
J. No. of Teachers	3	
K. **No. of Aides**		
1. Target group	11	
2. Other	12	
3. How many are bilingual?	12	Total 23
L. **No. of Volunteers**		
1. Target group	0	
2. Other	0	Total 0

Objectives and Evaluation Plan:

Preschool

1. To improve the oral language skills of preschool children.

To evaluate this objective the Basic Concept Inventory was to be administered on a pre- posttest basis.

2. To improve the nutritional level of preschool children.

To evaluate this objective the number of hot lunches and snacks served to children were to be reported.

3. To improve the personal hygiene and health conditions of preschool children.

To evaluate this objective, the number of dental and medical referrals were to be reported.

Primary Grades 1–3

4. To improve the reading and arithmetic skills of primary level children.

To evaluate this objective the reading and arithmetic sections of the Metropolitan Achievement Test were to be administered on a pre- posttest basis.

5. To improve the health, hygiene and dental needs of primary level children.

To evaluate this objective the number of children screened for medical and dental purposes was to be reported. Also those children who were referred and treated for medical and dental purposes were to be reported.

6. To improve the child's self-concept in attitudes towards school.

To evaluate this objective a self-concept test was to be administered on a pre- posttest basis.

7. To provide cultural experiences through field trip activities.

To evaluate this objective the number of field trips taken, the number of children involved in these field trips and the destination of these field trips were to be reported.

Intermediate Grades 4–6

8. To improve the reading and arithmetic skills of intermediate level children.

To evaluate this objective the reading and arithmetic sections of the Metropolitan Achievement Test was to be administered on a pre- posttest basis.

9. To improve the health, hygiene and dental needs of intermediate level children.

To evaluate this objective the number of children screened for medical and dental purposes were to be reported. Also those children who were referred and treated for medical and dental purposes were to be reported.

10. To improve the child's self-concept in attitudes towards school.

To evaluate this objective a self-concept test was to be administered on a pre- posttest basis.

11. To provide cultural experiences through field trip activities.

To evaluate this objective the number of field trips taken, the number of children involved in these field trips and the destination of these field trips was to be recorded.

Secondary Grades 7–12

12. To improve the general achievement of secondary level children.

To evaluate this objective the Metropolitan Achievement Test was to be administered on a pre- posttest basis.

13. To improve the attitudes towards self and school of secondary level children.

To evaluate this objective a self-concept test was to be administered on a pre- posttest basis.

14. To provide vocational and work study programs for secondary level children.

To evaluate this objective the number of children involved in vocational and work study programs was to be reported. The type of vocational and work study experiences provided for these children was also be be reported.

Methodology:

The migrant program in Yamhill County was totally integrated with the regular school program. Both the Title I and Title I M programs were an intregal part of the total school program. There was no segregation of students in Title I or Title I M programs.

The migrant program in Yamhill County conducted two preschool programs. One of the programs was for four year old children and the other was for five year old children. The major emphasis of the program was on the development of oral English vocabulary and sentence patterns. Materials used to teach language skills were the Distar Language Kits, Peabody Language Development Kits, and the television program "Sesame Street." The teacher of the four year old group taught language using the Distar Program and her aide used the Peabody Language Development Kit materials. In addition to the language program, a pre-academic readiness program was conducted. Children were assessed on their readiness skills and then provided with instruction to remediate their deficits. The culture of the young Spanish children was emphasized in the program through dances, songs and games. In addition, the program conducted many art, music and field trip activities.

At the elementary level the migrant children used the same curriculum material as the children in the regular program. Migrant children who were experiencing learning difficulties in the regular program were provided with assistance from the Title I-M aides in the program. These aides provided individual instruction in order to reinforce the lessons taught by the regular classroom teacher and they emphasized the reading and language aspects of the curriculum. The classroom teacher identified the children that the aides were to assist and the aides worked with them, either in the classroom or outside the classroom.

At the secondary level some of the schools had reading labs where the children were taught. At Yamhill-Carlton High School there was a reading lab which was under the direction of a Title I resource teacher and she had a Title I M aide working with her. Children who had deficiencies in reading were encouraged to enroll in the class. While in attendance, they were provided with needed remediation in their areas of weakness.

The migrant program employed the services of a resource teacher and she served the entire area, assisting the aides in their assignments. There was also a home-school consultant hired by the project and his role was to provide counseling for children as well as develop a positive home-school environment. He assisted parents in obtaining transportation to parent-teacher conferences and would serve as an interpreter if needed.

At Dayton Elementary School, a reading lab served many of the migrant children in the school. In the lab, five aides worked on a full time basis with individual children on a thirty minute schedule. Those children identified as having reading problems were assigned to the reading for remedial help. Materials used in the lab included the Hoffman Reader,

Language Master, Cyclo Teacher, Aud-X, workbooks and film strips.

The migrant program in Yamhill County also conducted a tutoring program at the Eola Village which is a United States Agriculture Labor Camp. Students from all grade levels attended classes three times a week for two hours each evening. Before any tutoring began, a general meeting was held at the camp to acquaint the parents with the program. The resource teacher in the area contacted many of the teachers of the children enrolled in the tutoring program in order to inform them of the program and gather any evaluated data the teacher might have.

Results:

Preschool

1. To improve the oral language skills of preschool children.

Table IV presents the average test results for the two preschool classes on the Basic Concept Inventory. As can be seen both groups made significant growth in language as measured by the Basic Concept Inventory. It should be noted that the number of errors are counted to determine the score on this test. Therefore, the lower the score the better the performance.

2. To improve the nutritional level of preschool children.

All of the preschool children received free hot meals and snacks as part of the regular program.

3. To improve the personal hygiene and health conditions of the preschool children.

All the preschool children identified as needing dental, medical or vision assistance were provided with this help.

The teachers also worked on readiness activities as a major facet of their program. Although this was not one of the stated objectives, data was collected on the children's growth in this area using the Preschool Academic Checklist. Table V presents the results of the four year old group and Table VI presents the results of the five year old group. Both groups of children made growth in their readiness skills during the year. It can be noted that most of the four year old children were able to count and recognize shapes and identify colors at the end of the year. The five year old group also improved in their ability to perform many of the readiness tasks assessed. Many of them learned to count, recognize various geometric shapes and identify most of their colors. Not much progress was shown by either group in reading readiness, especially in the areas of

TABLE IV
Average Test Results
Basic Concept Inventory
Dayton Preschool CA 4 & 5

Test and District	Average Score Pre	Post	Difference	t	p
Basic Concept Inventory CA4 (N–16)	48.18	25.93	–22.25	5.97	<.01
Basic Concept Inventory CA5 (N–13)	33.00	20.07	–12.93	3.59	<.01

TABLE V
Preschool Academic Checklist
Summary Sheet
Dayton Preschool CA 4

Task	Pre	Post
Knows his name	10	14
Arithmetic		
Counting 1–5	13	13
Counting 1–10	10	11
Counting 1–20	3	12
Counting Objects 1–10	9	9
Naming Numerals 1–10	1	12
Matching Numerals to Objects 1–5	2	13
Recognizing Shapes:		
Rectangle	8	13
Circle	12	14
Square	8	13
Triangle	7	12
Recognizing Size:		
Big	12	14
Little	14	14
Knowledge of Time:		
Get up	0	4
Eat lunch	0	3
Go to bed	3	7
Reading		
Recognizing Right and Left:		
Right	6	13
Left	6	13
Recognizing Difference Between Words and Pictures	9	13
Recognizing the Same and Difference		
Shapes	8	13
Letters	6	14
Recognizing Letters:		
a	1	5
i	0	5
n	0	4
p	0	2
t	1	3
m	0	4
Recognizing Sounds:		
s	0	0
m	0	1
t	0	0
n	0	0
p	0	0
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	0	1
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	1	6
Writing Numbers	0	2
Colors		
Identify by Pointing:		
red	11	14
blue	8	14
green	10	14
orange	11	14
yellow	9	14
white	9	14
black	12	14
brown	11	14
Identify by Naming:		
orange	13	13
black	11	14
red	10	14
green	9	14
yellow	11	14
blue	8	14
brown	11	14
white	9	14
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	2
Recognizing Coin Money		
Penny	14	14
Nickel	12	14
Dime	12	14
Knowledge of Money		
Five pennies/one nickel	3	6
Dime/two nickels	1	5

recognizing letters, sounds and words. It was reported by the teachers that the year was somewhat disruptive because they changed from a full day program to two half-day sessions and they added and dropped children at this time. During spring vacation another kindergarten class was added to the school with the result that some of the migrant children were transferred to the new class and some new children came into the existing program. It was reported by the teacher of the five year old group that she had 51 different children in her class during the year but only 14 were there for the whole year.

The evaluation of the academic growth of the children at the primary, intermediate and secondary grades was to have been done with the Metropolitan Achievement Test. However, this test was not administered to any of the children at these levels. Some children received pretesting, with either the Stanford Achievement or the Gates-MacGinitie Reading Test. However, none of the children tested received posttesting with the same test on which they were pretested. In other cases, children who were given a pretest received no type of posttest.

The children at the primary, intermediate and secondary levels were to have been administered a self-concept test but this was not done.

All primary, intermediate and secondary level children who were in need of medical, dental or vision assistance were provided with this help. All children in the program were screened by a county health nurse and any needs that she identified were remediated.

Children at the primary and intermediate levels went on a number of field trips to such places as the Portland Zoo, the Oregon Museum of Science and Industry, other museums, the State Capitol and the coast.

At the secondary level the children were provided with vocational work study programs. This was done through NYC officials who help place students in the summer migrant program. Also work study experience was provided for students in the instructional material center at the junior high. Some students worked as secretarial aides and others worked for the Valley Migrant League as office aides. A number of children worked in the schools vocational training program as office assistances.

Third Party Evaluator's Comments:

Evaluative results for the project objectives were not provided in most instances. Testing that was required to evaluate the academic aspects of the program were in many cases not conducted or if they were they were done in such a way that it was impossible to analyze any of the results. The only area in which required data was provided to indicate the amount of growth being made by the children was at the preschool level. This data was collected and reported because the preschool program was under the control of the migrant program and they provided the tests and made provisions for gathering the data.

The children in the primary through secondary grades who were in the regular school program were to be tested by the district and these results were to be made available to the migrant program for evaluative purposes. However, as indicated earlier, the results were very fragmentary and it was

TABLE VI
Preschool Academic Checklist
Summary Sheet
Dayton Preschool CA 5

Task	Pre	Post
Knows his name	14	13
Arithmetic		
Counting 1–5	14	14
Counting 1–10	1	14
Counting 1–20	8	11
Counting Objects 1–10	11	14
Naming Numerals 1–10	6	11
Matching Numerals to Objects 1–5	8	12
Recognizing Shapes:		
Rectangle	10	13
Circle	12	13
Square	10	13
Triangle	10	11
Recognizing Size:		
Big	14	14
Little	14	14
Knowledge of Time:		
Get up	6	12
Eat lunch	0	2
Go to bed	12	13
Reading		
Recognizing Right and Left:		
Right	9	12
Left	9	12
Recognizing Difference Between		
Words and Pictures	13	14
Recognizing the Same and Difference		
Shapes	9	13
Letters	9	13
Recognizing Letters:		
a	3	11
i	3	10
n	2	8
p	2	6
t	2	9
m	2	9
Recognizing Sounds:		
s	2	2
m	1	4
t	1	5
n	1	2
p	0	5
d	0	1
Recognizing Words:		
cat	1	3
dog	1	1
red	0	4
chair	0	1
door	0	1
boy	0	1
Writing		
Writing My Name	6	13
Writing Numbers	4	9
Colors		
Identify by Pointing:		
red	14	14
blue	12	13
green	12	13
orange	14	14
yellow	13	13
white	13	13
black	14	14
brown	13	13
Identify by Naming:		
orange	13	14
black	13	14
red	13	14
green	12	13
yellow	12	13
blue	10	13
brown	10	13
white	10	12
Telling Time		
Clock 1 – 9:00 or 11:45	0	4
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	14	14
Nickel	12	14
Dime	12	14
Knowledge of Money		
Five pennies/one nickel	3	6
Dime/two nickels	1	5

impossible to use the data to determine growth. This evaluator would encourage the migrant program in this area to develop ways of gathering evaluated data on the children they serve. This could be done by having the aides test the children with whom they are working and report these results for evaluative purposes.

The one resource teacher in the area was working with aides in seventeen different schools and this made it very difficult for her to provide all the assistance needed by them. It is recommended that more than one resource teacher be employed by the program to assist the aides in the programming of the students. As noted, the aides worked under the direction of the classroom teacher and they provided remedial help for children. It is further recommended that the aides conduct some type of diagnostic evaluation of the children with whom they are working so that they can more specifically identify the skill needs of the children. If more than one resource teacher were available it would seem feasible to assign one resource teacher to a certain number of aides and they could work under her direction. If this were done, it is recommended that the resource teacher be a certified person who has had experience working in remedial programs. The present resource teacher employed in the area is an excellent, well qualified person but the area is much too large for her to cover. If two resource teachers were employed they could also assist the aides in gathering the required evaluative data.

SUMMER PROGRAMS – 1972

Area Name:	*Hood River County School District 1*
County:	*Hood River*
Funding Allocated:	*$11,362*
Project Beginning Date:	*June 19, 1972*
Project Ending Date:	*July 28, 1972*
School Session:	*Summer*
Number of Migrant Students Enrolled:	*29*

Introduction:

Hood River County School District 1 was the only district participating in the summer program. The total number of migrant children enrolled (29) were divided into grades preschool through 8th as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were two teachers, three aides, three volunteers and one supervisor. Table II presents the number of certified personnel employed.

TABLE I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	10	6.8
First	0	.0
Second	6	4.0
Third	7	5.1
Fourth	2	.8
Fifth	1	.2
Sixth	1	.7
Seventh	1	1.0
Eighth	1	.4
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	29	

TABLE II
Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target Group	0
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	3*

**Includes Supervisor*

Table III presents supplementary statistical data gathered during the the operation of this program.

TABLE III
Supplementary Statistical Data

A. Total bus miles	1,715	
B. Health examinations	25+	TB Test 22 Referrals 0
C. Health referrals	6	
1. Vision Exams		
2. Vision Referrals		
D. Dental examinations	25	
E. Dental referrals	21	
F. Breakfasts	0	
G. Morning snacks	150	
H. Hot lunches	440	
I. Afternoon snacks	440	
J. No. of teachers	3	
K. **No. of aides**		
1. Target group	0	
2. Other	3	
3. How many are bilingual	1	Total 3
L. **No. of volunteers**		
1. Target group	0	
2. Other	3*	Total 3*

**Volunteer for Special Occasions*

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

Elementary

3. To improve the academic readiness ability of elementary age children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language abilities in standard English of elementary age children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

These two objectives were only to apply to those elementary students who in the teachers judgment were so deficient in academic readiness and language development that they could not benefit from a formalized reading program. Objective 5 below was to apply to those students involved in a formalized reading program.

5. To improve the reading ability of elementary children.

To evaluate this objective a diagnostic reading test was to be initially administered to the children and subsequent to this continual data was to be collected as to the number of new reading skills acquired. Improvement was to be noted as to the number of reading skills acquired.

Methodology:

The summer program at Hood River was held in the Parkdale Elementary School where two classes were conducted for migrant children. One was a preschool class which was held in combination with the Headstart Program and the other was a program for children at the primary and elementary level. The preschool program enrolled very few migrant children and only four children were evaluated at the preschool level. At the primary and elementary level, sixteen children were enrolled with an average attendance of ten to twelve children per day.

The preschool program followed the format of a Headstart program with a variety of group activities planned each day. These activities centered around art, music and crafts. Some readiness and language programs were conducted but these did not form the major basis of the curriculum. The primary emphasis was on the development of social awareness.

The program for the older children was a more pre-academic readiness program. The day began with group exercises and was followed by a thirty to forty-five minute language period. During this session the teacher worked with the older children while the aide worked with the younger children using the Peabody Language Kit and phonics games. After a recess break, individual reading instruction was provided through the use of Sullivan Program Readers and other reading materials. Often times the teacher was able to work with the older children who were more skillful in reading and math while the aide worked with those children who were experiencing learning difficulties in these areas. Following this, a math and rhythms program was conducted. Interest centers were developed around the room where children could use such materials as phonics games, puzzles, coloring books, language masters, controlled readers, math and reading listening stations, film strips and library books. In these interest centers the children would work on their own or under the direction of an older student, the teacher or aide.

The teacher used a system by which the children could earn points as they successfully completed an instructional task or engaged in appropriate social behavior. At the end of the day the children totaled their points and traded them for inexpensive toys or candy that were available in the classroom. Children wishing to save points could do so and trade them for an item that was worth more points that they earned in one day. This system worked in keeping the children interested in the learning tasks that were presented. It was also effective in keeping children in the program once they had initially attended.

The project director attempted to gather information from the parents concerning their feelings about the program. He was able to interview six families who had a total of twenty-two children in the program. The majority of parents interviewed felt their children were excited about school and looked forward to attending. The parents had not discussed the program to any great degree with their children but some of the parents reported that the children talked about the field trips and they appreciated these opportunities for their children since they had very little time to take the children anywhere. The parents felt the most important benefit of the summer program was the supplemental educational opportunities, the child's enthusiasm about the field trips, the medical evaluations and follow-up treatment that was provided. The parents did not offer any suggestions for improving the program.

Results:

Table IV presents the results on the Preschool Academic Checklist for the preschool children. Results indicate that the four children tested did not acquire many new skills assessed on this Checklist, as deficient skills identified at the beginning of the program were not, in most cases, remediated.

Table V presents the results for three preschool children on the Northwestern Syntax Screening Test. In comparing the pre- posttest scores, it can be noted that the children made very little growth in language during the six weeks program. This was the case at both the receptive and expressive level.

Table VII presents the scores on the Preschool Academic Checklist for the older group of children. As can be noted, the majority of children could successfully complete the tasks on the Checklist when they entered the program and thus not much growth was shown, however some growth was shown in the area of sound recognition.

Table VIII presents the results of the Northwestern Syntax Screening Test for the older group of children. Results of this assessment indicate that very little growth was shown by the children in language development. The number of children who could successfully complete the language tasks on the protest was almost the same as the number who were able to complete the task on the posttest. This was true both at the receptive and expressive levels. Some growth was shown in the groups ability to recognize and use the past tense of verbs.

Objective 5 was to improve the reading ability of elementary children. The children who were participating in a reading program. Nine children were assessed and the results indicate that little change was shown in the children's phonics abilities as the majority of children possessed the phonics skills assessed on the checklist when they entered the program.

Third Party Evaluator's Comments:

The program was conducted in accordance with the plans of the proposal and the project was successful in providing a program for preschool and primary-elementary level migrant children. As reported by the project staff, fewer children were enrolled than was originally planned.

The point system used in the primary-elementary class appeared to be an excellent way to motivate children to come to school and remain in school. It was felt by the staff that the point system was a major factor in keeping children coming on a regular basis.

The initial testing was done on all of the children in the program. This was completed with the Preschool Academic Checklist, the Northwestern Syntax Screening Test and a phonics test. The evaluation plan called for continual data collection on the children's progress in these areas and an inservice training program was conducted for the staff in this area. However, there was a lack of continual data collected on the children and a number of them left the program before any type of progress could be determined. The concept of gathering continual data on children was deemed to be important, especially during a short summer program. The staff is encouraged to try and implement this type of record keeping system for children in future projects. Possibly, with more experience in this area and further training, they will be able to do this on a more regular basis. The staff should also be alerted to the lack of progress shown by the children on the evaluative instruments used. They may want to consider using a device that would measure reading and arithmetic skills at a more sophisticated level. The use of an informal reading inventory, for example, might be more appropriate in reading. In arithmetic, evaluation of basic computation facts might be valuable. Results suggest that the Preschool Academic Checklist and the Northwestern Syntax Screening Test were not appropriated measures at the primary and elementary levels since the majority of children assessed already possessed the skills when they entered the program.

TABLE VI

Preschool Academic Checklist
Summary Sheet

Hood River Summer Program CA 7–8

Task	Fall Pre	Spring Post
Knows his name		
Arithmetic		
Counting 1–5	6	6
Counting 1–10	6	6
Counting 1–20	5	6
Counting Objects 1–10	6	6
Naming Numerals 1–10	6	6
Matching Numerals to Objects 1–5	6	6
Recognizing Shapes:		
Rectangle	5	6
Circle	6	6
Square	6	5
Triangle	6	6
Recognizing Size:		
Big	6	6
Little	6	6
Knowledge of Time:		
Get up	5	6
Eat lunch	2	5
Go to bed	6	6
Reading		
Recognizing Right and Left:		
Right	6	6
Left	6	6
Recognizing Difference Between Words and Pictures	6	6
Recognizing the Same and Difference		
Shapes	6	6
Letters	6	6
Recognizing Letters:		
a	6	6
i	6	6
n	6	6
p	6	6
t	6	6
m	6	6
Recognizing Sounds:		
s	2	5
m	3	5
t	4	6
n	2	5
p	2	5
d	2	4
Recognizing Words:		
cat	4	4
dog	4	4
red	6	6
chair	3	4
door	3	3
boy	4	4
girl	5	5
Writing		
Writing My Name	6	6
Writing Numbers	5	5
Colors		
Identify by Pinting:		
red	6	6
blue	6	6
green	6	6
orange	6	6
yellow	6	6
white	6	6
black	6	6
brown	5	6
Identify by Naming:		
orange	6	6
black	6	6
red	6	6
green	6	6
yellow	6	6
blue	6	6
brown	6	6
white	6	6
Telling Time		
Clock 1 9:00 or 11:45	5	6
Clock 2 4:30	1	2
Recognizing Coin Money		
Penny	6	6
Nickel	6	6
Dime	6	6
Knowledge of Money		
Five pennies/one nickel	5	5
Dime/two nickels	3	3

TABLE IV

Preschool Academic Checklist Summary Sheet

Hood River Summer Preschool CA 5–6

Task		
Knows his name	3	4
Arithmetic		
Counting 1–5	1	1
Counting 1–10	1	3
Counting 1–20	1	1
Counting Objects 1–10	4	4
Naming Numerals 1–10	0	1
Matching Numerals to Objects 1–5	2	4
Recognizing Shapes:		
Rectangle	2	2
Circle	2	3
Square	2	2
Triangle	0	4
Recognizing Size:		
Big	4	4
Little	4	4
Knowledge of Time:		
Get up	1	3
Eat lunch	0	1
Go to bed	2	2
Reading		
Recognizing Right and Left:		
Right	3	4
Left	3	4
Recognizing Difference Between Words and Pictures	4	4
Recognizing the Same and Difference		
Shapes	2	3
Letters	1	4
Recognizing Letters:		
a	1	2
i	1	2
n	1	2
p	–	–
t	–	–
m	–	–
Recognizing Sounds:		
s	1	2
m	–	–
t	–	–
n	1	1
p	–	–
d	–	–
Recognizing Words:		
cat	–	–
dog	–	–
red	–	–
chair	–	–
door	–	–
boy	–	–
Writing		
Writing My Name	0	2
Writing Numbers		
Colors		
Identify by Pointing:		
red	4	4
blue	4	4
green	4	4
orange	3	4
yellow	3	4
white	3	4
black	3	4
brown	3	3
Identify by Naming:		
orange	3	4
black	3	4
red	4	4
green	4	4
yellow	4	4
blue	4	4
brown	3	3
white	3	4
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	4	4
Nickel	2	2
Dime	3	4
Knowledge of Money		
Five pennies/one nickel	1	1
Dime/two nickels		

TABLE V

NORTHWESTERN SYNTAX SCREENING TEST

Hood River Summer Preschool CA 5–6

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	1	2
Possessive	1	1
Verbs		
Present tense	2	2
Past tense	1	1
Future tense	1	3
3rd person	–	–
Prepositions		
in	2	3
on	2	3
under	3	3
behind	3	3
Pronouns		
he	3	3
she	3	3
her	2	3
their	1	1
himself	2	2
Not Statement	3	3
Reversal of Subject/Object	2	2
This and That Concept	1	2
Question Words		
who	0	1
what	1	2
where	3	3
Understanding sentences		
statements	–	–
questions	1	1

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	1	1
Possessive	3	3
Verbs		
Present tense	3	3
Past tense	1	1
Future tense	0	1
3rd person	–	–
Prepositions		
in	3	3
on	1	1
under	3	3
behind	2	3
Pronouns		
he	2	3
his	2	2
she	0	3
their	1	1
himself	0	3
Not Statement	2	3
Reversal of Subject/Object	–	–
This and That Concept	3	3
Question Words		
who	2	2
what	3	3
where	3	3
Understanding sentences		
statements	–	–
questions	–	–

TABLE VII

NORTHWESTERN SYNTAX SCREENING TEST

Hood River Summer Preschool CA 7 - 10

RECEPTIVE TASK	Pre	Post	EXPRESSIVE TASK	Pre	Post
Nouns			Nouns		
Plurals	7	9	Plurals	8	8
Possessive	9	10	Possessive	6	6
Verbs			Verbs		
Present tense	10	10	Present tense	8	9
Past tense	5	9	Past tense	2	7
Future tense	9	9	Future tense	7	9
3rd person	–	–	3rd person	–	–
Prepositions			Prepositions		
in	10	10	in	9	9
on	7	9	on	9	9
under	10	10	under	9	9
behind	9	10	behind	8	10
Pronouns			Pronouns		
he	10	10	he	9	9
she	10	10	his	9	9
her	10	10	she	9	9
their	10	10	their	9	9
himself	10	10	himself	4	6
Not Statement	8	9	Not Statement	10	10
Reversal of Subject/Object	6	9	Reversal of Subject/Object	–	–
This and That Concept	6	9	This and That Concept	9	9
Question Words			Question Words		
who	8	9	who	10	10
what	6	9	what	9	9
where	10	10	where	9	10
Understanding sentences			Understanding sentences		
statements	–	–	statements	–	–
questions	6	7	questions	8	8

Area Name:	*Malheur Area School District 8C*
County:	*Malheur*
Funding Allocated:	*$57,592*
Project Beginning Date:	*June 12, 1972*
Project Ending Date:	*July 21, 1972*
School Session:	*Summer*
Number of Migrant Students Enrolled:	*290*

Introduction:

Adrian 16, Nyssa 26, Ontario 8C, Vale 15, and Annex 29 were the districts participating in the program. The total number of public school migrant students enrolled (290) were divided into grades K-6 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 18 teachers, 14 aides, and 5 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	45	28
First	24	17
Second	22	16
Third	50	35
Fourth	45	33
Fifth	50	35
Sixth	54	39
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	**290**	**203**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	1
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	17
TOTAL	**18**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	13,394	
B. Health examinations	6	
C. Health referrals	4	
D. Dental examinations	234	
E. Dental referrals	808	
F. Breakfasts	5,932	
G. Morning snacks	None	
H. Hot lunches	6,011	
I. Afternoon snacks	5,947	
J. No. of teachers	18	
K. **No. of aides**		
1. Target group	12	
2. Other	2	
3. How many are bilingual	12	Total 14
L. **No. of volunteers**		
1. Target group	3	
2. Other	2	Total 5
Eye Exams	40	
Eye Referrals	30	

Objectives and Evaluation Plan:

1. To improve the receptive and expressive standard English vocabulary of children in the program.

To evaluate this objective the receptive and expressive vocabulary inventory was to be administered to the children when they initially entered the program and periodically during the six weeks summer session. Growth was to be reported as to the increase in vocabulary items identified.

2. To improve the reading vocabulary of children in the program.

To evaluate the children's reading vocabulary growth, the Dolch Basic Sight Word List was to be administered when the child initially entered the program and periodically during the six weeks summer session. If a child could identify more than 190 of the Dolch Basic Sight Word List he was to be assessed with the vocabulary items from the Migrant Reading

Inventory. Growth was to be reported as to the increase in vocabulary items identified.

3. To improve the academic readiness ability of the children in the program.

To evaluate this objective the Preschool Academic Checklist was to be administered when the children initially entered the program and periodically during the six weeks session. Improvement was to be reported as to the number of new skills acquired. This objective was to apply only to those children who received instruction in academic readiness activities.

Methodology:

The Malheur Area used a unique system for reporting their objectives, activities, materials and evaluation plan for each of their summer classes. The above mentioned sections of the program were set out in chart form. These charts have been included in this report and they provide the description of the project. This is an excellent way to report the objectives, activities, materials and evaluation plan that are used in the program. This type of reporting system has been used in other federal and state programs, but this is the first time this evaluator has seen this type of reporting used in a migrant program. It is felt that it is exemplary and should be considered for use by other areas.

In addition to the academic programs, a music program was to further develop both English and Spanish vocabulary of the students and help them appreciate their culture through songs and dances. The music program was terminated with a fiesta which was given for the parents and friends of the children. The children entertained with songs and dances that they learned during the summer music program.

A P.E. program was also conducted and this program was designed to introduce, organize and instruc the students in physical exercises. An emphasis was placed on tumbling, gymnastics and physical fitness skills for each child. A swimming program was also conducted and it was reported that approximately 25 nonswimmers were able to swim at the end of the six week program. The ten and eleven year old students were taken to a nearby bowling center for two weeks of bowling instruction. To culminate their lessons a bowling tournament was held with trophies awarded to four ten year olds and four eleven year olds.

Physical education and music instructors organized the last day of summer school as a play day. Participants included all the staff and students. Special awards were presented to children according to their abilities. The program was composed of a sing-along in the school gym which was followed by a swimming party. In the afternoon track events were held for the teachers, aides and studerts. First and last place trophies were awarded in these events.

Results:

Tables IV and V present the results of the Preschool Academic Checklist for the two five year old classes. In Table IV, scores for eleven students are reported while on Table V scores for six students are reported. As can be seen on both

TABLE IV
Preschool Academic Checklist
Summary Sheet
Malheur Summer Preschool — CA 5

Task	Pre	Post
Knows his name		
Arithmetic		
Counting 1–5	10	11
Counting 1–10	9	11
Counting 1–20	3	6
Counting Objects 1–10	8	11
Naming Numerals 1–10	1	5
Matching Numerals to Objects 1–5	5	6
Recognizing Shapes:		
Rectangle	5	10
Circle	8	11
Square	7	11
Triangle	7	11
Recognizing Size:		
Big	9	11
Little	9	11
Knowledge of Time:		
Get up	3	7
Eat lunch	3	8
Go to bed	7	9
Reading		
Recognizing Right and Left:		
Right	3	8
Left	3	8
Recognizing Difference Between		
Words and Pictures	7	11
Recognizing the Same and Difference		
Shapes	7	11
Letters	6	11
Recognizing Letters:		
a	2	5
t	3	6
n	1	5
p	2	3
t	2	5
m	3	6
Recognizing Sounds:		
s	2	4
m	0	1
t	1	1
n	1	1
p	1	1
d	0	3
Recognizing Words:		
cat	1	7
dog	1	5
red	1	9
chair	0	4
door	0	7
boy	0	7
girl	0	9
Writing		
Writing My Name	5	11
Writing Numbers	4	4
Colors		
Identify by Pointing:		
red	8	11
blue	8	11
green	10	11
orange	11	11
yellow	9	11
white	8	11
black	8	11
brown		11
Identify by Naming:		
orange	9	11
black	7	11
red	6	11
green	7	11
yellow	10	11
blue	7	11
brown	7	11
white	8	11
Telling Time		
Clock 1 — 9:00 or 11:45	1	1
Clock 2 — 4:30	1	1
Recognizing Coin Money		
Penny	—	—
Nickel	—	—
Dime	—	—
Knowledge of Money		
Five pennies/one nickel	2	2
Dime/two nickels	2	2

Teachers: *Mary Ann Burrows, Nora Ballou, & Lillian Yashimishi*

Aides: *Susan Aguilar, Angie Serrano, and Margaret Toscano*

Age group: *5 and 6 year olds – Preschool*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students	Experience Charts Individualized instruction according to needs	Oral Language Outline	
To improve a childs' receptive and expressive English vocabulary	Field trips Language experience stories and charts Individualized instruction according to needs Language development groups	Hap Palmer Rhythm Activities (Records) Peabody Kit Films from I.E.D. Records and Filmstrips Flannel board Oral Language Outline Distar Language System Beginning Fluency in English	Receptive and Expressive Vocabulary Test
To develop reading readiness skills	Individualized instruction	Cuisinair Rods Wooden Puzzles Continental Press Flannel Board Visual Discrimination Charts and Transparencies Alphabet Bingo First Talking Alphabet	Preschool Academic Checklist
To develop simple math and color concepts	Small group participation Individualized instruction	Cuisinair Rods Flannel Board Number Bingo Sullivan Math Readiness	Preschool Academic Checklist
To provide cultural information	Arts & Crafts – Pinata Bilingual instruction	Spanish Records Culturally oriented Books	

Field Trips

Boise Zoo – Albertsons Bakery – Fire Station – Duck Hunting-Oregon Slope Quarry – Boise Airport – Window shopping at Plaza

Teachers: *Norma Ferrel and Mel Munn*

Aides: *Olivia Garza and Maria Sifuentes*

Age Group: *7 year olds*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students	ESL Program	Introducing English Spanish paperbacks	
To improve a childs' receptive and expressive English vocabulary	Language development groups Language experience stories Field trips	Peabody Language Development Kit Oral Language Outline Beginning Fluency in English as a New Language Sounds I Can Hear	Receptive and Expressive Vocabulary Test
To develop reading readiness skills	Individualized instruction	Continental Press First Talking Storybook	Preschool Academic Checklist
To develop simple Math and color concepts	Individualized instruction according to needs	Continental Press Peabody Language Development Kits	Preschool Academic Checklist
To identify beginning letters and sounds	Individualized instruction according to the child's needs	Hoffman First Talking Alphabet	Preschool Academic Checklist
To improve a child's reading vocabulary	Language experience stories Dolch flash cards	Ginn Basic Cards Dolch Crossword Puzzles	Dolch Basic Sight Word List
To improve a child's self concept and understanding of others	Classroom discussions and small group meetings	Developing Understanding of Self and Others Kit	
To provide cultural information	Daily Music Classes Oral Reading to the classroom Bi-lingual instruction Spanish Arts & Crafts	Spanish Records Spanish printed books Culturally oriented books	

Field Trips

Argus Observer – Home Dairies – Caldwell Fire Station – Clover Club Potato Chip Factory
Manns' Creek Forest – Albertsons – Boise Airport – Boise Zoo – Livestock Commission

Teachers: *Jack Putnam and Cathy Cramer*

Aides: *Cathy Pina and Roma Gallegos*

Age Group: *8 year olds*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students	ESL program	Introducing English Spanish paperbacks My Pictionary	
To improve a child's receptive and expressive English vocabulary	Language development groups Field trips Language experience stories	S.R.A. Language Development Kit Sounds I Can Hear Beginning Fluency in English as a New Language Peabody Language Development Kit	Receptive–Expressive Vocabulary Test
To develop reading readiness skills	Individualized instruction according to needs	Continental Press First Talking Storybooks	Preschool Academic Checklist
To develop simple math & color concepts	Individualized instruction according to needs	Continental Press Peabody Language Development Kits Motivators Math Path	Preschool Academic Checklist
To identify beginning letters and sounds	Individualized instruction according to needs	Hoffman First Talking Alphabet Second Talking Alphabet	Preschool Academic Checklist
To improve a child's reading vocabulary	Language Experience Dolch Words groups	Durrell Murphy Kit Scott Foresman Linguistic Scott Foresman Match and Check Blocks Dolch Readers Phonics Game Kit Lyons and Carnahan	Dolch Basic Sight and Word List
To provide cultural information	Daily Music Classes Oral Reading to the classroom Bilingual instruction Spanish Arts & Crafts	Spanish records Spanish printed books Culturally oriented books	
To improve a child's self concept and understanding of others	Classroom discussion and small group meetings	Developing Understanding of self and others kit	

Field Trips

Boise Zoo – Boise Airport – Air National Guard – Ann Morrison Park – Idaho Daily Statesman
Caldwell Fire Station – Manns Creek Forest Park – Eddy's Bakery – Clover Club Potato Chip Factory – Albertsons

Teachers: *Virgil Seward and Dean Seward*

Aides: *Cathy Sugahiro and Elsa Rosales*

Age Group: *9 year olds*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students	ESL program	Introducing English Spanish paperbacks My Pictionary	
To improve a child's receptive and expressive English vocabulary	Language development groups Field Trips Language Experience stories	Peabody Language Development Kits Sounds I Can Hear Oral Language Outline Schools Families and Neighborhoods Words in Action	Receptive-Expressive Vocabulary Test
To identify beginning letters and sounds	Individualized instruction according to needs	Hoffman First Talking Alphabet	
To improve a child's reading vocabulary	Language Experience Tutorial Grouping Dolch Words Groups	Continental Press Dolch Readers Plays for Echo Reading Readers Digest	Dolch Basic Sight Word List Migrant Reading Inventory Word List
To improve a child's self concept and understanding of others	Classroom discussion and small group meetings	Developing Understanding of Self and Others Kit	
To provide cultural information	Daily Music Classes Oral Reading to the Classroom Bilingual instruction Spanish Arts and Crafts	Spanish records Spanish filmstrips and records of Spanish folk tales Spanish printed books Culturally oriented books	

Field Trips

Boise Zoo – Manns Creek Forest Park – Roundhouse in Nampa – Air National Guard
Overnight trip to Hells' Canyon – Lake Lowell-swimming

Teachers: *Roy Takahashi and Doyal Snyder*

Aides: *Linda Sanchez and Leone Frasier*

Age Group: *10 year olds*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students	ESL program	Introducing English Spanish paperbacks My Pictionary	
To improve a child's receptive and expressive English vocabulary	Language development groups Field trips Language Experience Stories	Peabody Language Development Kits Oral Language Outline Bumpass Materials Auditory Discrimination Program	Receptive-Expressive Vocabulary Test
To improve a child's reading vocabulary	Tutorial Grouping Language Experience Stories Skits Dolch Word Groups	Hoffman EDL Materials Success Series Books Reading Games-Lyon & Carnahan High interest-low level books	Dolch Basic Sight Word List Migrant Reading Inventory Word List
To provide cultural information	Daily Music Classes Oral Reading to the Classroom Dancing Lessons for the fiesta Bilingual instruction Spanish arts and crafts	Our World Neighbors – Filmstrips on Mexico Spanish Music	

Field Trips

Boise Zoo – Clover Club Potato Chip Factory – Roundhouse at Nampa – Boise Airport – Manns Creek Forest Park

Teachers: *Bob Milosh and Gail Shimojima*

Aides: *Vickie Fugate and Narcie Rivera*

Age Group: *11 year olds*

Malheur Migrant Summer School
Ontario, Oregon

Objective	Activity	Material	Evaluation
To introduce an English program to non-English speaking students	ESL program	Introducing English Audio Flash Cards My Pictionary Spanish printed books	
To improve a child's receptive and expressive English vocabulary	Language development groups Field trips Language experiences stories and charts	Bumpass Materials Oral Language Outline Peabody Language Development Kits Auditory Discrimination Program	Receptive-Expressive Vocabulary Test
To develop reading readiness, math and color concepts	Individualized instruction	Peabody Language Development Kits	Preschool Academic Checklist
To improve a child's reading vocabulary		The Story-Plays Alphabet Bingo Sullivan Dolch Games and Cards Dolch story books My Pictionary Hoffman Success Series Books Word Craft Program Readers' Digest High interest-low level books	Dolch Basic Sight Word List Migrant Reading Inventory Word List
To improve a child's self concept and understanding of others and to provide him with cultural information	Spanish Arts & Crafts Bilingual instruction Daily Class discussions Daily Music classes Dancing lessons for the Fiesta	Spanish poetry records Spanish oriented books Spanish Music	

Field Trips

Albertsons - Lumber Yard – Gentry Ford & Co. – Oregon First National Bank - Holy Rosary Hospital – Manns Creek Forest Park

TABLE V
Preschool Academic Checklist
Summary Sheet
Malheur Summer Preschool CA 5

Task	Pre	Post
Knows his name	6	6
Arithmetic		
Counting 1–5	6	6
Counting 1–10	6	6
Counting 1–20	5	6
Counting Objects 1–10	6	6
Naming Numerals 1–10	2	5
Matching Numerals to Objects 1–5	6	6
Recognizing Shapes:		
Rectangle	3	6
Circle	5	6
Square	6	6
Triangle	4	6
Recognizing Size:		
Big	5	6
Little	5	6
Knowledge of Time:		
Get up	3	5
Eat lunch	1	3
Go to bed	3	5
Reading		
Recognizing Right and Left:		
Right	4	5
Left	4	5
Recognizing Difference Between		
Words and Picutres	5	6
Recognizing the Same and Difference		
Shapes	4	6
Letters	4	6
Recognizing Letters:		
a	0	5
t	0	4
n	0	2
p	0	1
t	0	1
m	1	2
Recognizing Sounds:		
s	6	6
m	0	2
t	0	1
n	0	1
p	0	1
d	0	1
Recognizing Words:		
cat	0	6
dog	0	5
red	0	6
chair	0	6
door	2	6
boy	5	6
girl	4	6
Writing		
Writing My Name	1	6
Writing Numbers	0	5
Colors		
Identify by Pointing:		
red	6	6
blue	6	6
green	6	6
orange	6	6
yellow	6	6
white	6	6
black	6	6
brown	6	6
Identify by Naming:		
orange	6	6
black	6	6
red	6	6
green	5	6
yellow	5	6
blue	6	6
brown	5	6
white	6	6
Telling Time		
Clock 1 – 9:00 or 11:45	0	4
Clock 2 – 4:30	0	3
Recognizing Coin Money		
Penny	6	6
Nickel	5	5
Dime	5	5
Knowledge of Money		
Five pennies/one nickel	3	3
Dime/two nickels	0	0

TABLE VI
Preschool Academic Checklist
Summary Sheet
Malheur Summer Preschool CA 6

Task	Pre	Post
Knows his name	10	14
Arithmetic		
Counting 1–5	11	14
Counting 1–10	5	9
Counting 1–20	0	5
Counting Objects 1–10	10	14
Naming Numerals 1–10	4	7
Matching Numerals to Objects 1–5	7	12
Recognizing Shapes:		
Rectangle	2	9
Circle	6	11
Square	5	10
Triangle	8	12
Recognizing Size:		
Big	10	14
Little	8	12
Knowledge of Time:		
Get up	0	11
Eat lunch	0	1
Go to bed	4	9
Reading		
Recognizing Right and Left:		
Right	8	14
Left	8	14
Recognizing Difference Between		
Words and Pictures	5	10
Recognizing the Same and Difference		
Shapes	8	11
Letters	8	11
Recognizing Letters:		
a	5	7
t	4	5
n	3	6
p	2	5
t	3	5
m	4	6
Recognizing Sounds:		
s	4	7
m	4	7
t		
n	3	6
p	3	4
d	2	4
Recognizing Words:		
cat	2	5
dog	1	3
red	4	9
chair	0	2
door	3	4
boy	1	7
girl	0	8
Writing		
Writing My Name	10	12
Writing Numbers	3	7
Colors		
Identify by Pointing:		
red	12	14
blue	13	14
green	10	14
orange	12	14
yellow	11	14
white	9	14
black	12	13
brown	11	13
Identify by Naming:		
orange	10	13
black	9	13
red	13	13
green	7	13
yellow	10	13
blue	10	13
brown	8	13
white	6	12
Telling Time		
Clock 1 – 9:00 or 11:45	0	2
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	10	11
Nickel	10	11
Dime	10	11
Knowledge of Money		
Five pennies/one nickel	5	6
Dime/two nickels	2	2

TABLE VII
Preschool Academic Checklist
Summary Sheet
Malheur Summer Program CA 7

Task	Pre	Post
Knows his name	—	—
Arithmetic		
Counting 1–5	18	18
Counting 1–10	15	16
Counting 1–20	16	16
Counting Objects 1–10	17	18
Naming Numerals 1–10	12	14
Matching Numerals to Objects 1–5	17	18
Recognizing Shapes:		
Rectangle	11	12
Circle	17	18
Square	14	16
Triangle	12	14
Recognizing Size:		
Big	18	18
Little	18	18
Knowledge of Time:		
Get up	7	8
Eat lunch	7	8
Go to bed	12	14
Reading		
Recognizing Right and Left:		
Right	15	16
Left	15	16
Recognizing Difference Between		
Words and Pictures	16	18
Recognizing the Same and Difference		
Shapes	14	16
Letters	18	18
Recognizing Letters:		
a	16	17
i	15	18
n	14	16
p	15	18
t	16	18
m	13	16
Recognizing Sounds:		
s	16	18
m	13	18
t	17	18
n	12	18
p	4	18
d	12	18
Recognizing Words:		
cat	12	14
dog	10	14
red	13	14
chair	7	8
door	7	12
boy	10	14
girl	10	12
Writing		
Writing My Name	—	—
Writing Numbers	—	—
Colors		
Identify by Pointing:		
red	18	18
blue	18	18
green	18	18
orange	18	18
yellow	18	18
white	18	18
black	18	18
brown	18	18
Identify by Naming:		
orange	18	18
black	18	18
red	18	18
green	18	18
yellow	18	18
blue	18	18
brown	18	18
white	18	18
Telling Time		
Clock 1 – 9:00 or 11:45	17	18
Clock 2 – 4:30	17	18
Recognizing Coin Money		
Penny	15	18
Nickel	15	18
Dime	15	18
Knowledge of Money		
Five pennies/one nickel	10	12
Dime/two nickels	10	13

TABLE VIII
Preschool Academic Checklist
Summary Sheet
Malheur Summer Program CA 8

Task	Pre	Post
Knows his name		
Arithmetic		
Counting 1–5	9	9
Counting 1–10	9	9
Counting 1–20	9	9
Counting Objects 1–10	9	9
Naming Numerals 1–10	8	9
Matching Numerals to Objects 1–5	9	9
Recognizing Shapes:		
Rectangle	5	9
Circle	7	9
Square	8	9
Triangle	8	8
Recognizing Size:		
Big	9	9
Little	9	9
Knowledge of Time:		
Get up	1	5
Eat lunch	3	6
Go to bed	4	8
Reading		
Recognizing Right and Left:		
Right	9	9
Left	9	9
Recognizing Difference Between		
Words and Pictures	9	9
Recognizing the Same and Difference		
Shapes	9	9
Letters	9	9
Recognizing Letters:		
a	9	9
i	9	9
n	9	9
p	9	9
t	9	9
m	8	9
Recognizing Sounds:		
s	9	9
m	8	9
t		
n	6	9
p	5	7
d	2	5
Recognizing Words:		
cat	7	8
dog	6	8
red	7	7
chair	5	7
door	4	6
boy	7	7
girl	7	7
Writing		
Writing My Name	9	9
Writing Numbers	9	9
Colors		
Identify by Pointing:		
red	9	9
blue	9	9
green	9	9
orange	9	9
yellow	9	9
white	9	9
black	9	9
brown	9	9
Identify by Naming:		
orange	9	9
black	9	9
red	9	9
green	9	9
yellow	9	9
blue	9	9
brown	9	9
white	9	9
Telling Time		
Clock 1 – 9:00 or 11:45	2	2
Clock 2 – 4:30	3	6
Recognizing Coin Money		
Penny	9	9
Nickel	9	9
Dime	9	9
Knowledge of Money		
Five pennies/one nickel	5	6
Dime/two nickels	5	6

TABLE IX
Preschool Academic Checklist
Summary Sheet
Malheur Summer Program CA 8

Task	Pre	Post
Knows his name	–	–
Arithmetic		
Counting 1–5	22	24
Counting 1–10	22	24
Counting 1–20	22	24
Counting Objects 1–10	22	23
Naming Numerals 1–10	18	21
Matching Numerals to Objects 1–5	24	24
Recognizing Shapes:		
Rectangle	9	16
Circle	19	21
Square	20	21
Triangle	17	23
Recognizing Size:		
Big	24	24
Little	24	24
Knowledge of Time:		
Get up	7	13
Eat lunch	3	8
Go to bed	7	13
Reading		
Recognizing Right and Left:		
Right	21	24
Left	21	24
Recognizing Difference Between Words and Pictures	24	24
Recognizing the Same and Difference		
Shapes	24	24
Letters	24	24
Recognizing Letters:		
a	23	24
i	23	24
n	22	23
p	23	24
t	24	24
m	22	24
Recognizing Sounds:		
s	23	24
m	23	24
t	23	24
n	19	22
p	23	24
d	17	23
Recognizing Words:		
cat	21	21
dog	20	21
red	20	20
chair	16	17
door	15	18
boy	19	21
girl	18	20
Writing		
Writing My Name	23	24
Writing Numbers	23	24
Colors		
Identify by Pointing:		
red	24	24
blue	24	24
green	24	24
orange	24	24
yellow	24	24
white	24	24
black	24	24
brown	24	24
Identify by Naming:		
orange	24	24
black	24	24
red	24	24
green	24	24
yellow	24	24
blue	24	24
brown	24	24
white	24	24
Telling Time		
Clock 1 – 9:00 or 11:45	2	18
Clock 2 – 4:30	1	15
Recognizing Coin Money		
Penny	24	24
Nickel	24	24
Dime	24	24
Knowledge of Money		
Five pennies/one nickel	21	21
Dime/two nickels	23	23

TABLE X
Preschool Academic Checklist
Summary Sheet
Malheur Summer Program CA 11-12

Task	Pre	Post
Knows his name		
Arithmetic		
Counting 1–5		
Counting 1–10		
Counting 1–20	3	3
Counting Objects 1–10	3	3
Naming Numerals 1–10	3	3
Matching Numerals to Objects 1–5	3	3
Recognizing Shapes:		
Rectangle		3
Circle	2	3
Square	2	3
Triangle	1	3
Recognizing Size:		
Big	3	3
Little	3	3
Knowledge of Time:		
Get up	1	2
Eat lunch	1	1
Go to bed	1	2
Reading		
Recognizing Right and Left:		
Right	3	3
Left	3	3
Recognizing Difference Between Words and Pictures	3	3
Recognizing the Same and Difference		
Shapes	3	3
Letters	2	2
Recognizing Letters:		
a	3	3
i	3	3
n	3	3
p	3	3
t	3	3
m	3	3
Recognizing Sounds:		
s	2	2
m	2	2
t	2	2
n	2	2
p	2	2
d	2	2
Recognizing Words:		
cat	2	2
dog	2	2
red	2	2
chair	2	2
door	1	1
boy	3	3
girl	2	2
Writing		
Writing My Name	3	3
Writing Numbers	3	3
Colors		
Identify by Pointing:		
red	3	3
blue	3	3
green	3	3
orange	3	3
yellow	3	3
white	3	3
black	3	3
brown	3	3
Identify by Naming:		
orange	3	3
black	3	3
red	3	3
green	3	3
yellow	3	3
blue	3	3
brown	3	3
white	3	3
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	1	1
Recognizing Coin Money		
Penny	3	3
Nickel	3	3
Dime	3	3
Knowledge of Money		
Five pennies/one nickel	3	3
Dime/two nickels	3	3

Tables IV and V many of the children possessed the skills assessed in arithmetic and color identification when they enrolled. Areas of deficiencies were in recognizing letters, sounds and words and both groups showed growth in these areas. Telling time and knowledge of money were two areas in which little growth was shown.

Table VI presents the results for the six year old group. Again, many of these children had initial ability in identifying colors. Areas of deficiencies were in recognizing letters, sounds and words, and growth was shown in these areas. Telling time was an area in which little growth was shown.

Table VII presents the scores for the seven year old group. The majority of children possessed most all of the skills assessed when they entered the program. This was especially true in the area of color identification.

Tables VIII and IX present the results of the Preschool Checklist with the eight year old group, and again it can be seen that the majority of the children possessed the skills assessed when they initially entered the program. Some eight year old children had deficiencies in the area of knowledge of time and telling time and some growth was shown in this area.

Table X presents the checklist information for the eleven and twelve year old group. Only three children were assessed on a pre- posttest basis and it can be seen that the majority of them possessed all of the skills assessed when they entered the program. Areas of deficiencies were in the knowledge of time and telling of time.

Data was submitted for all groups on the receptive-expressive vocabulary test. This test measured the child's ability to recognize and provide names for pictures of objects in English. All students in all groups made growth in this area. Some preschool teachers indicated that they did not feel the test was appropriate for preschool level children. However, the results indicated that preschool children did make growth in their development of receptive and expressive vocabulary. The older children showed the least amount of growth on this language test. However, results indicated that the children were learning some new words in English, even at this older age level, which suggests that this is an area in which they should be provided instruction.

Children from the eight year age level and up were assessed on the Dolch Basic Sight Word List and results provided indicated that all children made growth in this area.

The two older groups were assessed with the Migrant Word List from the Migrant Reading Inventory, but only initial scores were provided.

Third Party Evaluator's Comments:

The format used by this area to describe their project was exemplary. It provided a clear, concise picture of the major facets of the program. This evaluator encourages others to use this type of format.

Evaluative data submitted indicated that children made progress during the summer. The younger children had skill needs as identified by the Preschool Checklist and these, in most cases, were remediated. The majority of older children possessed the skills assessed when they entered the program. It is recommended that the teachers of the older group consider placing the major emphasis of their program in the reading area and conduct their evaluation in this area. If in the teachers judgment, they have children who are so deficient they can not work in a reading program, they should be provided instruction as their needs are identified in readiness areas. It is suggested that the Preschool Academic Checklist be used to evaluate only with those children who are in a readiness program. Results of the vocabulary assessment indicate that this should be used with children at all levels since vocabulary appeared to be deficient with both younger and older pupils.

Area Name: *Marion County IED Migrant Education Project*

County: *Marion*

Funding Allocated: *$133,543*

Project Beginning Date: *June 1, 1972*

Project Ending Date: *August 31, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *459*

Introduction:

The following districts participated in the summer program: Barlow, Lake Labish, Mt. Angel, West Stayton, and Woodburn. The total number of public school migrant students enrolled (459) were divided into grades K through 12 as shown on Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were 22 teachers, 22 aides, 17 volunteers, 5 school directors and 7 home-school consultants. Table II presents the number of certified personnel employed. Table III presents the number of school directors and home-school consultants employed. Supplementary statistical data gathered during the implementation of this project are presented in Table IV.

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	148	82.9
First	88	65.9
Second	64	34.4
Third	54	26.1
Fourth	46	24.2
Fifth	28	16.7
Sixth	28	15.6
Seventh	1	0.4
Eighth	1	1.0
Ninth	1	1.0
Tenth	0	.0
Eleventh	0	.0
Twelfth	0	.0
TOTAL	**459**	**268.2**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target Group	5
2. Other	6
B. English-speaking	
1. Target group	0
2. Other	11
TOTAL	**22**

TABLE III

School Directors and Home-School Consultants Employed

School Directors		Home School Consultants	
Target Group	3	Target Group	6
Bilingual	3	Bilingual	7
Other	2	Certificated	1
TOTAL	**5**	**TOTAL**	**7**

TABLE IV

Supplementary Statistical Data

A. Total bus miles	24,330	
B. Health examinations	80	
C. Health referrals	49	
D. Dental examinations	263	
E. Dental referrals	105	
F. Breakfasts	14,250	
G. Morning snacks	13,958	
H. Hot lunches	16,159	
I. Afternoon snacks	11,799	
J. No. of teachers	22	
K. **No. of aides**		
1. Target group	16	
2. Other	6	
3. How many are bilingual	17	Total 22
L. **No. of volunteers**		
1. Target group	10	
2. Other	7	Total 17

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language ability in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired.

Improvement was to be noted as to the number of new skills acquired.

Elementary

3. To improve the academic readiness ability of elementary children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language ability in standard English of elementary age children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new skills acquired.

These two objectives applied to those elementary students who in the teacher's judgment were so deficient in academic readiness and language development they could not benefit from a formalized reading program. Objective 5 applied to those students involved in a formalized reading program.

5. To improve the reading ability of elementary children.

To evaluate this objective an informal reading inventory was to be administered to the children on a pre- posttest basis. If an informal reading inventory was not used an appropriate reading test was to be used. Improvement was to be noted as to the difference in the child's pre- and posttest scores as reported in grade equivalent scores.

Methodology and Results:

Since there were five different districts participating in the project, the programs used in each district are described separately. After a description of the program the results obtained by that district are reported. Therefore, this section of the report will differ from the other reports found in this document. The programs are described in alphabetical order.

Barlow: This school provided services to approximately 18 migrant children. There was both a Title I and day care center program conducted in conjunction with the migrant program. An open class format was conducted and there was no definite curriculum planned for the children. There were a number of educational materials available for the children to select and they were encouraged to do so. Besides this type of program there was a daily afternoon swimming program. The children were exposed to cultural activities, through films and

TABLE V
Preschool Academic Checklist
Summary Sheet
Barlow Summer Program CA 4–6½

Task	Pre	Post
Knows his name	15	16
Arithmetic		
Counting 1–5	13	16
Counting 1–10	11	15
Counting 1–20	5	10
Counting Objects 1–10	10	14
Naming Numerals 1–10	4	9
Matching Numerals to Objects 1–5	7	12
Recognizing Shapes:		
Rectangle	4	11
Circle	12	16
Square	8	16
Triangle	6	12
Recognizing Size:		
Big	15	16
Little	15	16
Knowledge of Time:		
Get up	4	5
Eat lunch	3	4
Go to bed	3	4
Reading		
Recognizing Right and Left:		
Right	8	16
Left	8	15
Recognizing Difference Between		
Words and Pictures	14	16
Recognizing the Same and Difference		
Shapes	14	16
Letters	12	16
Recognizing Letters:		
a	3	9
i	4	4
n	2	3
p	1	4
t	2	4
m	3	4
Recognizing Sounds:		
s	2	5
m	1	1
t	2	2
n	1	1
p	1	2
d	2	3
Recognizing Words:		
cat	1	1
dog	1	1
red	1	1
chair	0	0
door	0	0
boy	1	1
girl	0	0
Writing		
Writing My Name	5	9
Writing Numbers	2	6
Colors		
Identify by Pointing:		
red	14	16
blue	11	15
green	10	13
orange	12	16
yellow	12	13
white	12	16
black	12	16
brown	12	13
Identify by Naming:		
orange	13	16
black	12	16
red	13	16
green	11	12
yellow	12	13
blue	11	15
brown	12	13
white	11	16
Telling Time		
Clock 1 – 9:00 or 11:45	0	1
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	16	16
Nickel	15	16
Dime	16	16
Knowledge of Money		
Five pennies/one nickel	4	6
Dime/two nickels	4	5

TABLE VI
Preschool Academic Checklist
Summary Sheet

Lake Labish Summer Program CA 5–6

Task	Pre	Post
Knows his name	22	22
Arithmetic		
Counting 1–5	19	22
Counting 1–10	17	19
Counting 1–20	13	15
Counting Objects 1–10	16	17
Naming Numerals 1–10	10	16
Matching Numerals to Objects 1–5	14	16
Recognizing Shapes:		
Rectangle	19	22
Circle	22	22
Square	22	22
Triangle	22	22
Recognizing Size:		
Big	22	22
Little	22	22
Knowledge of Time:		
Get up	20	22
Eat lunch	16	22
Go to bed	18	22
Reading		
Recognizing Right and Left:		
Right	11	22
Left	11	22
Recognizing Difference Between		
Words and Pictures	19	21
Recognizing the Same and Difference		
Shapes	20	22
Letters	19	21
Recognizing Letters:		
a	15	18
i	9	14
n	8	10
p	8	8
t	8	10
m	9	10
Recognizing Sounds:		
s	6	6
m	5	9
t	4	10
n	2	10
p	4	7
d	1	1
Recognizing Words:		
cat	1	1
dog	0	1
red	2	7
chair	–	–
door	–	–
boy	–	–
Writing		
Writing My Name	14	18
Writing Numbers	11	17
Colors		
Identify by Pointing:		
red	17	21
blue	16	21
green	16	20
orange	12	16
yellow	19	21
white	16	18
black	14	19
brown	15	19
Identify by Naming:		
orange	14	18
black	15	19
red	19	21
green	15	19
yellow	19	21
blue	17	21
brown	14	19
white	14	17
Telling Time		
Clock 1 – 9:00 or 11:45	2	4
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	19	19
Nickel	19	19
Dime	20	21
Knowledge of Money		
Five pennies/one nickel	5	7
Dime/two nickels	2	5

presentations from different students concerning their culture. The children also went on field trips.

The migrant children in the program were assessed with the Preschool Academic Checklist and these results are shown on Table V.

As can be seen a number of the children learned to count to 10 or 20 and recognize basic shapes. In the area of color recognition many of the children possessed this skill when they entered the program and therefore little change was shown. Very few children showed progress in the reading area other than to be able to differentiate between right and left.

Lake Labish: The summer program at Lake Labish was organized around separate learning centers in arithmetic, reading and science. Each learning center was staffed by a teacher and an aide. These centers were developed for the older children in the program and they moved from one center to another during the day. In addition to the learning centers, there was a primary program designed for children at both the preschool and first grade level.

The major reason for establishing the learning centers was that it could accommodate a wide variety of materials of various levels in one central location. The individualization of concepts to be presented could be more closely monitored and it facilitated teaching by concentrating on one subject area. Children spent a set amount of time in each of the three learning centers and there were three groups of children moving through the centers at all times. Children were grouped across age levels so each group might contain a range from two to three years. Children from special education classes were also integrated into these programs on a regular basis. It was felt this experience provided a more normal type program for these handicapped children. The reading center used Experience Stories, McMillin Readers and teacher made materials to develop reading and language concepts. The science and math teachers used a great deal of teacher developed materials to implement their programs.

There was also a program designed for preschool and first grade level children. This was conducted in combination with a day care center. The children were all assessed with the Preschool Academic Checklist and a pretest was also given with the Northwestern Syntax Screening Test. The children received instruction in the areas in which their needs were identified. They received instruction in the Alpha I program which stressed phonics and letter recognition. They also received instruction in color recognition, number recognition, and in oral English language development. The morning session included handwriting acitivities and instruction in sight word development on the Dolch Word List. There was also dancing, singing and exercise programs. An art program was conducted in which the children had an opportunity to paint, mold in clay and make paper-mache models. The afternoon program was integrated with the day care center and followed a traditional day care program.

Table VI presents the scores on the Preschool Academic Checklist for the preschool children. It can be noted that many of the children knew the concepts assessed when they entered the program. This was especially noticeable in the

areas of shape recognition, size recognition, recognizing the same and differences in shapes and letters and in the area of color recognition. Children progressed in the area of letter and sound recognition. Very minimal growth was shown in word recognition and telling time.

Preschool children were pretested with the Northwestern Syntax Screening Test but no posttest was given and continual data was not kept. There was no other evaluated data submitted for the children in Lake Labish.

Mt. Angel: The Mt. Angel program consisted of three preschool classes, one first grade, one second and third combination and one fourth through sixth grade class. Each teacher had an aide and NYC volunteer in her classroom. There was a director and a home-school consultant.

The preschool program provided school readiness activities, language development in both Spanish and English, and instruction in writing and science. In addition, art activities, music activities and a physical education program, which included a daily swimming program, was conducted. Children also went on weekly field trips to such places as the Portland Zoo, the circus, the Enchanted Forest in Salem and the beach.

The program at the first grade emphasized traditional first grade activities which included alphabet writing, instruction in the Dolch Word List and formalized reading, math and language instruction. In addition to this music, art and PE activities were provided.

The second and third grade program emphasized phonics development and reading activities using SRA Reading Kits and the Random House Reading Program. Instruction was also provided in arithmetic. Language programming was conducted with the Peabody Language Development Kit and a spelling program was also conducted. In addition, art and science activities were included.

In the fourth through sixth grade class a reading program was conducted where children were involved in independent reading activities and in developing word attack skills. A number of reading games were also used. A social studies unit entitled "A Study of Our Environment," which centered on the cause and effect of the problems of pollution and litter was conducted. In this unit children participated in committee work, learned to use reference material, went on field trips to tree farms, reservoirs and pulp mills. Math programs were also provided which emphasized problem solving and development of basic arithmetic computation skills. A language arts program was conducted which emphasized activities related to the development of positive human and race relations among students. In addition to these programs, activities such as creative writing, music, P.E., art and swimming were provided.

Bilingual programming was emphasized throughout the total day with all groups of children. This was an important aspect of the program for many of the children. All children in the program were assessed on various evaluative instruments to determine the type of skill instruction they should receive.

Tables VII, VIII and IX present the results from the Preschool Academic Checklist for the children in the preschool program. The groups made progress in their ability to identify colors. It can be noted that all three groups showed minimal

TABLE VII
Preschool Academic Checklist
Summary Sheet
Mt. Angel Preschool

Task	Pre	Post
Knows his name	10	10
Arithmetic		
Counting 1–5	3	10
Counting 1–10	6	8
Counting 1–20	2	4
Counting Objects 1–10	6	9
Naming Numerals 1–10	5	9
Matching Numerals to Objects 1–5	7	9
Recognizing Shapes:		
Rectangle	3	9
Circle	8	10
Square	8	10
Triangle	8	10
Recognizing Size:		
Big	8	9
Little	8	9
Knowledge of Time:		
Get up	4	8
Eat lunch	3	8
Go to bed	5	8
Reading		
Recognizing Right and Left:		
Right	9	10
Left	9	10
Recognizing Difference Between Words and Pictures	9	10
Recognizing the Same and Difference		
Shapes	9	9
Letters	9	9
Recognizing Letters:		
a	2	8
i	1	3
n	1	2
p	1	2
t	1	4
m	2	4
Recognizing Sounds:		
s	0	4
m	0	3
t	0	1
n	0	1
p	0	5
d	0	2
Recognizing Words:		
cat	0	2
dog	0	2
red	0	1
chair	0	1
door	0	1
boy	0	2
girl	0	1
Writing		
Writing My Name	9	10
Writing Numbers	2	7
Colors		
Identify by Pointing:		
red	5	10
blue	5	10
green	4	10
orange	4	10
yellow	4	10
white	4	10
black	4	10
brown	4	10
Identify by Naming:		
orange	4	10
black	4	10
red	3	10
green	3	10
yellow	3	10
blue	3	10
brown	3	10
white	3	10
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	7	10
Nickel	1	10
Dime	0	10
Knowledge of Money		
Five pennies/one nickel	0	0
Dime/two nickels	0	0

skills in their ability to recognize letters, sounds and words, when they entered the program. However, they showed progress in these areas except for the three to six year old group. All three groups showed improvement in the arithmetic area.

Tables X and XI present the results of Northwestern Syntax Screening Test. It can be noted that the three to six year old group showed growth in almost all areas assessed at both the receptive and expressive levels. The older group of children, CA 5-6, possessed many of the language skills assessed when they entered the program and therefore the number of pupils acquiring new skills was less than in the younger group. This older group did show progress in responding to questions at the receptive level. One preschool class was given the pretest on the Northwestern Syntax Screening Test but no continual data was kept, so improvement could not be reported.

Table XII presents the scores on the Preschool Academic Checklist for the first grade children. It can be noted that on almost all the skills assessed, the majority of children had mastered the skills before they entered the program and therefore the number of children showing progress in the skills was minimal. The most progress was noted in the time telling and knowledge of money areas.

Table XIII presents language scores for first grade children assessed on the Northwestern Syntax Screening Test and it can be noted that the majority of the children possessed the language skills assessed when they initially entered the program and thus few new skills were acquired. Some growth was noted at the receptive level on plurals, past tense, reversal of subject and object in a sentence and the "this" and "that" concept. In the expressive tasks, some improvement was noted in the use of the present verb tense, recognition of the pronoun "himself" and the "this" and "that" concept. Also ability to use complete statements and question sentences increased.

Reading scores for this group of children were reported. Twenty-five children were assessed with the Dolch Word List. Two knew all of the words on the initial testing and two knew none of the words but learned all of them during the summer. Five of the children learned all of the Dolch words up through the first grade level. One child, who did not know any of the words when she entered the program, learned them through the primer level.

Reading data was provided for the children in the second grade and third grade and records were kept on the materials they covered in their summer program. These records indicated that all children were progressing through a number of different reading programs which included the Hoffman Reader, SRA Reading Kits, Random House Reading Program, and a phonics program. Individual data was also kept on the children's progress in mathematics and language. All data from the reading, math and language programs indicated that the majority of children were making progress in these areas. Some children moved through a number of different programs in the short period of time they were in the program.

The children in the fourth to sixth grade group were not given any pre- posttest evaluation. Each child was initially

TABLE VIII
Preschool Academic Checklist
Summary Sheet
Mt. Angel Preschool CA 3–6

Task	Pre	Post
Knows his name	13	13
Arithmetic		
Counting 1–5	13	13
Counting 1–10	12	13
Counting 1–20	5	5
Counting Objects 1–10	9	12
Naming Numerals 1–10	3	7
Matching Numerals to Objects 1–5	6	12
Recognizing Shapes:		
Rectangle	2	2
Circle	10	12
Square	4	12
Triangle	5	12
Recognizing Size:		
Big	13	13
Little	12	13
Knowledge of Time:		
Get up	3	10
Eat lunch	0	0
Go to bed	4	10
Reading		
Recognizing Right and Left:		
Right	9	13
Left	9	13
Recognizing Difference Between Words and Pictures	11	13
Recognizing the Same and Difference		
Shapes	11	13
Letters	13	13
Recognizing Letters:		
a	3	4
i	3	3
n	2	2
p	2	2
t	2	2
m	3	3
Recognizing Sounds:		
s	5	5
m	3	3
t	3	3
n	0	0
p	1	1
d	0	0
Recognizing Words:		
cat	1	1
dog	1	1
red	1	1
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	7	8
Writing Numbers	3	3
Colors		
Identify by Pointing:		
red	11	13
blue	10	13
green	9	13
orange	10	13
yellow	11	13
white	8	13
black	9	13
brown	8	13
Identify by Naming:		
orange	8	13
black	7	12
red	8	12
green	6	11
yellow	10	13
blue	7	13
brown	4	11
white	7	13
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	11	13
Nickel	10	13
Dime	9	13
Knowledge of Money		
Five pennies/one nickel	2	3
Dime/two nickels	2	3

tested on the Wide Range Achievement Test and his deficiencies were noted. Since only pretest scores were given there were no scores for comparative evaluative purposes. However, it should be noted that the teacher used this information to plan individual skill programs.

West Stayton: The West Stayton Migrant Program consisted of one preschool class for four year old children, a first and second grade class, CA 5-6, a class for third-fourth grade children, CA 6-7, and a class for older children, CA 8, and above. Each of these classes was under the direction of a teacher and an aide. In addition there was a person hired to conduct the evaluative testing.

At the preschool and first grade level, the Preschool Academic Checklist and the Northwestern Syntax Screening Test were administered to the children when they entered the program. From the information acquired, individual programs were planned for the children. The Peabody Language Development Kit, Level P was used in the language program to build vocabulary and sentence patterns. Material from this kit was used for arithmetic instruction in counting and it was used in color identification activities. In addition to these academic programs, activities such as cutting, pasteing, painting and clay work were provided. Music and P.E. activities were conducted along with field trips.

The younger children in the program were divided into two separate groups based on their ability in arithmetic, reading readiness and writing. A great deal of instructional time was spent with the slower group in number and letter writing. Those children with more advanced skills were moved into more sophisticated writing and arithmetic programs.

The first grade program's major emphasis was in the area of reading and word attack skills. A great deal of instruction was provided in recognizing and writing letters of the alphabet, identifying long and short vowel sounds and initial consonant sounds. Vocabulary development was also emphasized. Reading and writing of numbers was also a part of the instructional program and children learned to read and write numbers from zero to one hundred by ones, fives and tens. Also some simple addition problems were presented. These children also participated in art, music and physical education activities and they went on a number of field trips during the course of the summer program.

The older children, grades three through six were all evaluated when they entered the program and three groups were organized for instructional purposes. The three groups of children rotated between three separate programs for approximately one half hour daily with each of the three teachers conducting instruction in reading at various levels of difficulty. One teacher stressed the development of sight words with the Dolch Word List and she directed other activities such as language games, cross word puzzles, and language experience stories. Another teacher stressed general language development activities and material used in this program consisted of McGraw-Hill Spellers, phonics material, language games and the Merrill Reading Skill Text Series. The third group used reading materials such as the Hoffman Readers and the Language Experience approach to reading.

TABLE IX
Preschool Academic Checklist
Summary Sheet

Mt. Angel Preschool CA 5–6

Task	Pre	Post
Knows his name	8	11
Arithmetic		
Counting 1–5	8	12
Counting 1–10	8	9
Counting 1–20	2	5
Counting Objects 1–10	8	9
Naming Numerals 1–10	5	8
Matching Numerals to Objects 1–5	7	14
Recognizing Shapes:		
Rectangle	4	7
Circle	7	5
Square	5	8
Triangle	6	11
Recognizing Size:		
Big	11	12
Little	11	12
Knowledge of Time:		
Get up	4	8
Eat lunch	2	10
Go to bed	6	6
Reading		
Recognizing Right and Left:		
Right	7	12
Left	7	12
Recognizing Difference Between		
Words and Pictures	6	12
Recognizing the Same and Difference		
Shapes	7	12
Letters	7	12
Recognizing Letters:		
a	5	11
i	4	6
n	2	5
p	3	6
t	1	5
m	4	5
Recognizing Sounds:		
s	5	11
m	2	8
t	1	5
n	2	5
p	3	5
d	1	5
Recognizing Words:		
cat	1	9
dog	0	9
red	0	8
chair	0	2
door	0	2
boy	0	8
girl	0	5
Writing		
Writing My Name	6	8
Writing Numbers	4	10
Colors		
Identify by Pointing:		
red	7	9
blue	5	6
green	5	6
orange	7	10
yellow	6	10
white	6	7
black	6	9
brown	7	10
Identify by Naming:		
orange	7	11
black	8	11
red	7	9
green	7	8
yellow	8	10
blue	6	9
brown	7	8
white	7	9
Telling Time		
Clock 1 – 9:00 or 11:45	0	6
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	5	12
Nickel	2	9
Dime	4	12
Knowledge of Money		
Five pennies/one nickel	2	4
Dime/two nickels	2	7

TABLE X

NORTHWESTERN SYNTAX SCREENING TEST

Mt. Angel Preschool CA 3–6

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	10	12
Possessive	3	9
Verbs		
Present tense	11	11
Past tense	6	11
Future tense	4	11
3rd person		
Prepositions		
in	11	12
on	10	12
under	9	11
behind	11	11
Pronouns		
he	10	11
she	10	11
her	7	12
their	7	10
himself	10	12
Not Statement	11	11
Reversal of Subject/Object	8	11
This and That Concept	4	6
Question Words		
who	7	10
what	3	9
where	4	9
Understanding sentences		
statements	5	11
questions	5	8

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	6	9
Possessive	5	8
Verbs		
Present tense	11	11
Past tense	3	7
Future tense	3	5
3rd person		
Prepositions		
in	10	10
on	5	3
under	5	8
behind	7	9
Pronouns		
he	9	10
his	5	6
she	10	11
their	3	5
himself	10	11
Not Statement	9	9
Reversal of Subject/Object	5	10
This and That Concept	3	6
Question Words		
who	8	8
what	6	9
where	6	8
Understanding sentences		
statements	3	7
questions	3	3

TABLE XI

NORTHWESTERN SYNTAX SCREENING TEST

Mt. Angel Preschool CA 5–6

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	[illegible]	10
Possessive	8	9
Verbs		
Present tense	9	10
Past tense	10	10
Future tense	7	10
3rd person		
Prepositions		
in	8	10
on	8	10
under	9	10
behind	8	10
Pronouns		
he	9	10
she	9	10
her	6	10
their	6	9
himself	4	9
Not Statement	9	9
Reversal of Subject/Object	3	9
This and That Concept	2	10
Question Words		
who	5	10
what	4	10
where	4	10
Understanding sentences		
statements	9	10
questions	4	10

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	8	8
Possessive	6	8
Verbs		
Present tense	9	9
Past tense	7	9
Future tense	6	8
3rd person		
Prepositions		
in	8	9
on	8	9
under	8	9
behind	8	9
Pronouns		
he	9	9
his	6	6
she	9	9
their	7	8
himself	9	9
Not Statement	9	9
Reversal of Subject/Object	5	8
This and That Concept	8	9
Question Words		
who	8	9
what	8	9
where	8	9
Understanding sentences		
statements	8	9
questions	8	9

TABLE XII
Preschool Academic Checklist
Summary Sheet
Mt. Angel – Grade 1

Task	Pre	Post
Knows his name	13	13
Arithmetic		
Counting 1–5	13	13
Counting 1–10	13	13
Counting 1–20	11	12
Counting Objects 1–10	12	13
Naming Numerals 1–10	9	12
Matching Numerals to Objects 1–5	13	13
Recognizing Shapes:		
Rectangle	6	9
Circle	9	11
Square	10	12
Triangle	9	12
Recognizing Size:		
Big	13	13
Little	13	13
Knowledge of Time:		
Get up	9	10
Eat lunch	9	9
Go to bed	10	11
Reading		
Recognizing Right and Left:		
Right	10	13
Left	10	13
Recognizing Difference Between Words and Pictures	13	13
Recognizing the Same and Difference		
Shapes	13	13
Letters	13	13
Recognizing Letters:		
a	12	13
i	13	13
n	13	13
p	12	12
t	12	12
m	12	12
Recognizing Sounds:		
s	12	12
m	12	12
t	11	12
n	12	12
p	9	11
d	9	10
Recognizing Words:		
cat	9	10
dog	5	10
red	10	11
chair	5	8
door	5	7
boy	8	9
girl	8	9
Writing		
Writing My Name	13	13
Writing Numbers	13	13
Colors		
Identify by Pointing:		
red	13	13
blue	13	13
green	13	13
orange	13	13
yellow	13	13
white	13	13
black	13	13
brown	13	13
Identify by Naming:		
orange	13	13
black	13	13
red	12	13
green	13	13
yellow	13	13
blue	13	13
brown	13	13
white	13	13
Telling Time		
Clock 1 – 9:00 or 11:45	3	12
Clock 2 – 4:30	1	4
Recognizing Coin Money		
Penny	13	13
Nickel	13	13
Dime	13	13
Knowledge of Money		
Five pennies/one nickel	1	9
Dime/two nickels	0	6

TABLE XIII
NORTHWESTERN SYNTAX SCREENING TEST
Mt. Angel – Grade 1

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	9	12
Possessive	12	14
Verbs		
Present tense	11	13
Past tense	7	12
Future tense	9	12
3rd person		
Prepositions		
in	14	14
on	13	13
under	14	14
behind	12	13
Pronouns		
he	14	14
she	14	14
her	14	14
their	14	14
himself	14	14
Not Statement	14	14
Reversal of Subject/Object	7	11
This and That Concept	7	14
Question Words		
who	11	13
what	11	12
where	13	14
Understanding sentences		
statements	9	11
questions	6	9

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	10	10
Possessive	9	10
Verbs		
Present tense	7	12
Past tense	10	10
Future tense	12	13
3rd person		
Prepositions		
in	13	14
on	11	13
under	13	13
behind	10	13
Pronouns		
he	12	13
his	12	13
she	11	13
their	10	12
himself	7	9
Not Statement	14	14
Reversal of Subject/Object	2	3
This and That Concept	7	11
Question Words		
who	6	9
what	12	12
where	12	13
Understanding sentences		
statements	7	11
questions	5	10

TABLE XIV
Preschool Academic Checklist
Summary Sheet
West Stayton Preschool CA 4

Task	Pre	Post
Knows his name	13	13
Arithmetic		
Counting 1–5	10	11
Counting 1–10	5	6
Counting 1–20	0	0
Counting Objects 1–10	6	7
Naming Numerals 1–10	0	0
Matching Numerals to Objects 1–5	0	0
Recognizing Shapes:		
Rectangle	1	1
Circle	4	5
Square	3	5
Triangle	2	2
Recognizing Size:		
Big	12	12
Little	13	13
Knowledge of Time:		
Get up	5	9
Eat lunch	2	2
Go to bed	9	11
Reading		
Recognizing Right and Left:		
Right	1	4
Left	1	4
Recognizing Difference Between Words and Pictures	7	9
Recognizing the Same and Difference:		
Shapes	6	8
Letters	8	11
Recognizing Letters:		
a	0	0
i	0	0
n	0	0
p	0	0
t	0	0
m	0	0
Recognizing Sounds:		
s	0	0
m	0	0
t	0	0
n	–	–
p	–	–
d	–	–
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	0	0
Writing Numbers	0	0
Colors		
Identify by Pointing:		
red	9	13
blue	5	8
green	7	9
orange	9	10
yellow	8	8
white	8	8
black	7	10
brown	6	8
Identify by Naming:		
orange	8	9
black	6	7
red	7	9
green	5	6
yellow	5	5
blue	6	7
brown	5	5
white	6	7
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	12	13
Nickel	4	4
Dime	7	7
Knowledge of Money		
Five pennies/one nickel	1	1
Dime/two nickels	0	0

TABLE XV
Preschool Academic Checklist
Summary Sheet
West Stayton Program CA 5–6

Task	Pre	Post
Knows his name	19	19
Arithmetic		
Counting 1–5	15	15
Counting 1–10	15	15
Counting 1–20	11	12
Counting Objects 1–10	15	16
Naming Numerals 1–10	7	8
Matching Numerals to Objects 1–5	9	11
Recognizing Shapes:		
Rectangle	5	7
Circle	12	12
Square	10	10
Triangle	5	8
Recognizing Size:		
Big	12	12
Little	11	12
Knowledge of Time:		
Get up	2	7
Eat lunch	3	5
Go to bed	6	10
Reading		
Recognizing Right and Left:		
Right	7	9
Left	7	9
Recognizing Difference Between Words and Pictures	12	12
Recognizing the Same and Difference		
Shapes	12	12
Letters	12	12
Recognizing Letters:		
a	8	9
i	4	5
n	3	4
p	4	6
t	4	5
m	5	6
Recognizing Sounds:		
s	4	5
m	4	5
t	2	4
n	1	2
p	2	4
d	2	5
Recognizing Words:		
cat		
dog	1	2
red	2	2
chair	1	2
door	0	0
boy	0	1
girl	0	2
Writing		
Writing My Name	10	11
Writing Numbers	6	7
Colors		
Identify by Pointing:		
red	11	11
blue	11	11
green	11	11
orange	11	11
yellow	9	11
white	10	11
black	11	11
brown	11	11
Identify by Naming:		
orange	8	11
black	11	11
red	10	11
green	10	11
yellow	9	11
blue	10	11
brown	11	11
white	11	11
Telling Time		
Clock 1 – 9:30 or 11:45	–	–
Clock 2 – 4:30	–	–
Recognizing Coin Money		
Penny	9	10
Nickel	6	9
Dime	8	9
Knowledge of Money		
Five pennies/one nickel	5	8
Dime/two nickels	2	4

Table XIV presents the results of the Preschool Academic Checklist for the younger children in the preschool. It can be noted that the number of children who could recognize letters, sounds and words did not increase during the course of the program. Also in the area of writing, both name and numbers, no increase was noted. This was interesting since the program description for this class indicated that an emphasis was placed upon recognizing letters and their sounds. Other assessed areas indicated that some growth was made, however, the difference between the pre- and posttest scores indicate a minimal number of children acquired new skills.

Table XV presents the Preschool Academic Checklist data for the older group of children, CA 5-6. It can be seen that a minimal amount of growth was made by this group as most of the group possessed the skills assessed when they entered the program. It can be further noted that in the area of word recognition there was minimal amount of growth shown, and yet this was an area reported as stressed in the instructional program.

Table XVI presents the Northwestern Syntax Screening scores for the first graders. Here again, the majority of children could successfully complete the tasks when they entered the program. In addition, data was kept on the children in this group who successfully learned the alphabet, the long and short vowel sounds and initial consonants sounds. Eight children were assessed in these areas and all but two learned the names of all the letters of the alphabet. However, it should be noted that five of them knew these when they entered the program. All children made progress in their ability to produce the long and short sounds of vowels and initial consonant sounds. Again it should be noted that three of the eight children had already mastered these skills before they entered the program. There were no language scores reported for the preschool program at West Stayton.

Reading data was acquired for the older group of children on Dolch Words and the San Diego Quick Assessment Scale. Results from the Dolch Word List indicated that ten of thirteen children knew the Dolch Words up through the third grade level when they entered the program. Only three children did not possess this ability at the second grade level. The three children who did not know all of the words on the pretest did learn additional words during the summer. The San Diego Quick Assessment Scale gives a grade placement for children based on vocabulary and results indicated that six children, increased one grade level on this test, two children increased one grade level or more and two children remained the same. It was reported that because of the high degree of turnover of pupils twenty-five students were not included in the evaluation.

Woodburn: The Woodburn program consisted of two preschool classes, a first, a second and a third grade class. There was also a class composed of third graders through seventh graders. Evaluative data was reported for the two preschool programs, the first grade program and the nonreaders in the third grade program. The second grade teacher received none of the testing materials to conduct the evaluation and therefore she did not gather evaluative data on the children. The teacher that had the third grade and older group also reported no evaluative data on her program.

The preschool program's academic instruction was directed toward the children's deficiencies identified on the Preschool Academic Checklist. In addition to academic activities, the children participated in art, music, and P.E. activities. A number of Mexican cultural activities were included in the program.

The academic curricula at the first grade level was based, in part, on information acquired from the Preschool Academic Checklist. First grade children who were reading were placed in a reading program while those children whose deficiencies in the Preschool Checklist indicated readiness needs were given this type of help. The reading program was centered around the Distar Reading Kits. In addition to these reading activities, art, music and P.E. activities were presented to the children. The teacher in the third grade identified the nonreaders and designed a prereading program for them based on their skills as identified on the Preschool Checklist. She also provided language instruction in oral English and she designed an oral vocabulary program which was supervised by an NYC student. The teacher-aide in the program worked with the children who had a higher level of reading ability. The teacher designed the daily program and it was implemented by the aide. The teacher kept continual track of the progress made by the children and provided appropriate reinforcement for them. She also conducted oral language lessons which were designed to supplement field trips and classroom experiences.

Tables XVII and XVIII presents the results of the Preschool Academic Checklist for the two preschool groups. It can be noted that many of the children had abilities in arithmetic and color identification when they entered the program. It can be further noted that a number of children did not possess the ability to recognize letters, sounds or words and yet this was an area in which the group showed very little progress.

Table XIX presents the results of the Preschool Academic Checklist for the first grade group. Here it can be noted that many of the children possessed the skills assessed on the Checklist when they entered the program.

Table XX presents the results of the Preschool Academic Checklist for the nonreading third graders in the program. Only four children were assessed on a pre- posttest basis. It can be seen that the children could not identify shapes of objects or recognize letters, sounds or words when they entered the program. A number of the children could not identify colors. However, at the end of the program it can be noted that all of the children assessed learned the shapes and a number of them learned letter sounds and words. In addition, progress was shown in their ability to identify colors.

The preschool children were assessed with the Northwestern Syntax Screening Tests on a pretest basis only. No posttest scores were available. The third grade teacher provided informal reading inventory scores for 19 children and these scores indicated all children except one increased in reading ability.

TABLE XVI

NORTHWESTERN SYNTAX SCREENING TEST

West Stayton Program CA 5–6 – Grade 1

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	10	11
Possessive	4	7
Verbs		
Present tense	11	12
Past tense	8	10
Future tense	8	10
3rd person	–	–
Prepositions		
in	11	11
on	12	12
under	12	12
behind	12	12
Pronouns		
he	12	12
she	10	11
her	12	12
their	9	10
himself	11	12
Not Statement	12	12
Reversal of Subject/Object	3	7
This and That Concept	8	9
Question Words		
who	8	10
what	6	8
where	10	11
Understanding sentences		
statements	6	8
questions	2	5

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	11	12
Possessive	7	8
Verbs		
Present tense	14	14
Past tense	8	10
Future tense	10	11
3rd person		
Prepositions		
in	15	15
on	13	14
under	11	13
behind	12	14
Pronouns		
he	14	14
his	12	14
she	15	15
their	12	12
himself	14	14
Not Statement	12	12
Reversal of Subject/Object	4	5
This and That Concept	13	15
Question Words		
who	9	9
what	12	13
where	10	10
Understanding sentences		
statements	7	8
questions	3	4

TABLE XVII

Preschool Academic Checklist

Summary Sheet

Woodburn Preschool CA 5

Task	Pre	Post
Knows his name	10	11
Arithmetic		
Counting 1–5	10	11
Counting 1–10	7	9
Counting 1–20	0	0
Counting Objects 1–10	7	9
Naming Numerals 1–10	0	1
Matching Numerals to Objects 1–5	6	9
Recognizing Shapes:		
Rectangle	3	6
Circle	11	11
Square	11	11
Triangle	9	11
Recognizing Size:		
Big	12	12
Little	12	12
Knowledge of Time:		
Get up	8	9
Eat lunch	4	7
Go to bed	10	11
Reading		
Recognizing Right and Left:		
Right	8	10
Left	7	9
Recognizing Difference Between Words and Pictures		
Recognizing the Same and Difference		
Shapes	9	12
Letters	6	10
Recognizing Letters:		
a	2	2
i	1	1
n	–	–
p	–	–
t	–	–
m	–	–
Recognizing Sounds:		
s	2	2
m	1	1
t	0	0
n	1	1
p	1	1
d	1	1
Recognizing Words:		
cat	0	0
dog	1	1
red	0	0
chair	0	0
door	0	0
boy	0	0
girl	0	0
Writing		
Writing My Name	0	7
Writing Numbers	0	3
Colors		
Identify by Pointing:		
red	6	10
blue	5	8
green	7	10
orange	10	11
yellow	7	9
white	9	11
black	7	10
brown	8	10
Identify by Naming:		
orange	9	11
black	7	10
red	5	8
green	5	7
yellow	8	9
blue	6	7
brown	6	8
white	6	9
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	1	1
Recognizing Coin Money		
Penny	7	12
Nickel	5	10
Dime	8	11
Knowledge of Money		
Five pennies/one nickel	1	5
Dime/two nickels	2	6

TABLE XVIII
Preschool Academic Checklist
Summary Sheet
Woodburn Preschool CA 5

Task	Pre	Post
Knows his name	10	11
Arithmetic		
Counting 1–5	7	8
Counting 1–10	5	8
Counting 1–20	7	7
Counting Objects 1–10	6	8
Naming Numerals 1–10	2	2
Matching Numerals to Objects 1–5	6	8
Recognizing Shapes:		
Rectangle	3	10
Circle	8	12
Square	6	11
Triangle	5	10
Recognizing Size:		
Big	9	12
Little	11	12
Knowledge of Time:		
Get up	3	3
Eat lunch	2	2
Go to bed	3	3
Reading		
Recognizing Right and Left:		
Right	7	10
Left	8	10
Recognizing Difference Between Words and Pictures	5	5
Recognizing the Same and Difference		
Shapes	3	3
Letters	5	7
Recognizing Letters:		
a	0	3
i	0	1
n	0	0
p	0	4
t	0	3
m	0	3
Recognizing Sounds:		
s	0	2
m	0	2
t	0	1
n	0	0
p	0	3
d	0	0
Recognizing Words:		
cat	2	3
dog	2	3
red	2	3
chair	0	0
door	1	2
boy	1	3
girl	1	3
Writing		
Writing My Name	–	–
Writing Numbers	–	–
Colors		
Identify by Pointing:		
red	7	10
blue	7	10
green	7	10
orange	7	9
yellow	7	10
white	7	8
black	7	8
brown	6	8
Identify by Naming:		
orange	6	9
black	6	9
red	6	9
green	6	9
yellow	5	9
blue	5	9
brown	4	9
white	6	7
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	–	–
Recognizing Coin Money		
Penny	0	3
Nickel	0	3
Dime	0	3
Knowledge of Money		
Five pennies/one nickel	0	0
Dime/two nickels	0	0

TABLE XIX
Preschool Academic Checklist
Summary Sheet
Woodburn Program Grade 1

Task	Pre	Post
Knows his name	14	14
Arithmetic		
Counting 1–5	14	14
Counting 1–10	14	14
Counting 1–20	12	13
Counting Objects 1–10	12	14
Naming Numerals 1–10	8	9
Matching Numerals to Objects 1–5	11	12
Recognizing Shapes:		
Rectangle	10	10
Circle	14	14
Square	11	11
Triangle	13	13
Recognizing Size:		
Big	14	14
Little	14	14
Knowledge of Time:		
Get up	7	9
Eat lunch	5	6
Go to bed	10	13
Reading		
Recognizing Right and Left:		
Right	11	12
Left	11	12
Recognizing Difference Between Words and Pictures	12	12
Recognizing the Same and Difference		
Shapes	12	12
Letters	13	13
Recognizing Letters:		
a	11	13
i	11	12
n	8	9
p	10	11
t	9	9
m	10	10
Recognizing Sounds:		
s	12	12
m	10	10
t	9	9
n	8	9
p	8	8
d	5	7
Recognizing Words:		
cat	4	6
dog	5	6
red	9	9
chair	0	1
door	1	1
boy	1	4
Writing		
Writing My Name	14	14
Writing Numbers	8	9
Colors		
Identify by Pointing:		
red	14	14
blue	14	14
green	14	14
orange	14	14
yellow	14	14
white	13	13
black	14	14
brown	13	14
Identify by Naming:		
orange	14	14
black	14	14
red	14	14
green	14	14
yellow	14	14
blue	13	13
brown	10	10
white	11	11
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	3
Recognizing Coin Money		
Penny	14	14
Nickel	11	13
Dime	13	14
Knowledge of Money		
Five pennies/one nickel	6	10
Dime/two nickels	6	8

TABLE XX
Preschool Academic Checklist
Summary Sheet
Woodburn Program – Grade 3 Non-readers

Task	Pre	Post
Knows his name	4	4
Arithmetic		
Counting 1–5	4	4
Counting 1–10	4	4
Counting 1–20	4	4
Counting Objects 1–10	4	4
Naming Numerals 1–10	4	4
Matching Numerals to Objects 1–5	4	4
Recognizing Shapes:		
Rectangle	0	4
Circle	0	4
Square	0	4
Triangle	0	4
Recognizing Size:		
Big	2	4
Little	0	3
Knowledge of Time:		
Get up	3	4
Eat lunch	3	4
Go to bed	3	4
Reading		
Recognizing Right and Left:		
Right	3	4
Left	3	4
Recognizing Difference Between Words and Pictures	4	4
Recognizing the Same and Difference		
Shapes	3	4
Letters	4	4
Recognizing Letters:		
a	3	4
i	0	2
n	0	4
p	0	4
t	0	3
m	0	4
Recognizing Sounds:		
s	0	1
m	0	0
t	0	2
n	0	4
p	0	4
d	0	1
Recognizing Words:		
cat	0	4
dog	0	4
red	0	0
chair	0	0
door	0	0
boy	0	4
Writing		
Writing My Name	3	4
Writing Numbers	3	4
Colors		
Identify by Pointing:		
red	0	4
blue	0	4
green	0	3
orange	0	3
yellow	0	4
white	3	4
black	3	4
brown	0	4
Identify by Naming:		
orange	0	4
black	3	4
red	3	4
green	0	4
yellow	3	4
blue	3	4
brown	0	4
white	1	4
Telling Time		
Clock 1 – 9:00 or 11:45	0	3
Clock 2 – 4:30	0	1
Recognizing Coin Money		
Penny	4	4
Nickel	3	4
Dime	3	4
Knowledge of Money		
Five pennies/one nickel	0	3
Dime/two nickels	0	3

Third Party Evaluator's Comments:

The degree to which evaluative data was gathered in this area is commendable. As this was the first summer this type of evaluation was attempted, this evaluator was quite pleased with the results. Most of the teachers attempted to gather the evaluative data as required in the proposal evaluation plan. The teachers were encouraged to gather continual data rather than use a pre- posttest design, however, this was not generally done. Since many of the teachers relied on a pre- posttest format many of the children were not posttested because they left the area prior to the termination of the program. This was unfortunate.

There are some special features of this project that should be highlighted. One was the learning center concept at Lake Labish. This appeared to be an excellent format for a summer program. The idea of integrating handicapped children into the program was excellent. This program could have been even stronger if evaluative data had been gathered. The Mt. Angel project conducted a number of bilingual activities that the staff felt were needed by the pupils. The staff expressed a desire to have these types of activities evaluated as part of their project. This evaluator agrees and would encourage the area to develop procedures for evaluating bilingual programs. Bilingual objectives could be developed as part of the project and they should be systematically evaluated. The Mt. Angel staff also felt that the evaluative data being gathered during the summer program was much more valuable for the regular classroom teacher than the information being accumulated on the Migrant Record Transfer Forms. They felt that the evaluative data gathered on both the Preschool Academic Checklist and the Northwestern Syntax Screening Test should be forwarded to the child's regular classroom teacher. This educator concurs and encourages both the staff and the area coordinator to explore alternatives for implementing this idea.

The staff of the five programs indicated that they were gathering specific evaluative data on children so they could plan individual programs for them. It was observed that the teachers gathered the individual evaluative data needed to initiate individual programming but the children were given group instructions and the individual data was ignored. As an example, the report from West Stayton indicated that, because of the children's identified needs, the teachers emphasized letter and sound recognition in their instructional programs but little or no growth was shown in this area on the Preschool Checklist. It would seem that if the teachers were providing instruction in the areas of identified deficiencies, improvement should be noted. Teachers not only need to gather individual evaluative data on a continual basis but they also need to provide individual skill instruction

As mentioned earlier, this observer felt that the overall efforts by the teachers in the Marion County area during the first summer of this type of evaluation was commendable. The majority of teachers participated in the evaluative process and they cooperated in gathering academic data so that evaluation could be conducted. Thanks must also go to the area coordinator and the staff of the Migrant Service Center for assisting in these efforts.

Area Name: *Central School District 13-J*

County: *Polk*

Funding Allocated: *$27,270*

Project Beginning Date: *June 19, 1972*

Project Ending Date: *August 4, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *52*

Introduction:

Central School District 13-J was the only school district participating in the program. The total number of public school migrant students enrolled (52) were divided into grades K through 4 as shown in Table I. There were no nonpublic school migrant children participating in the program. Personnel participating in the program were: 1.9 teachers, 5.2 aides, 2 NYC students, 2 work-study students and 1 home-school consultant. Table II presents the number of certified personnel employed.

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADA	ADM
Preschool	35	16	23
First			
Second	4	3	4
Third	10	8	9
Fourth	3	3	3
Fifth			
Sixth			
Seventh			
Eighth			
Ninth			
Tenth			
Eleventh			
Twelfth			
TOTAL	52	30	39

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	0
2. Other	0
B. English-speaking	
1. Target group	1.9
2. Other	0
TOTAL	1.9

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	3,721	
B. Health examinations	0	
C. Health referrals	29	
D. Dental examinations	112	
E. Dental referrals	15	
F. Breakfasts	none	
G. Morning snacks	1,253	
H. Hot lunches	2,664	
I. Afternoon snacks	none	
J. No. of teachers	1.9	
K. **No. of aides**		
1. Target group	2.3	
2. Other Counselor, Aide	1	
3. How many are bilingual	4	Total 5.2
L. **No. of volunteers**		
1. Target group	none	
2. Other NYC	2	
Work-study	2	Total 4

Objectives and Evaluation Plan:

Preschool

1. Each child enrolled in the program will show growth in receptive and expressive standard English Language skills.

To evaluate this objective all children were to be administered the Northwestern Syntax Screening Test upon entering the program. In order to provide continual evaluation, children would be assessed daily on the major language concepts. Only those children who received a score in the 25th percentile or higher on the receptive section would be provided instruction in both receptive and expressive language. Children receiving scores below the 25th percentile in the receptive section would be provided instruction in this area. Growth was to be reported in terms of the number of the receptive and expressive language concepts learned.

2. Each child enrolled in the program will show growth in concept development and cognitive skills.

To evaluate this objective all children were to be administered the Preschool Academic Checklist upon entry into the program. Growth was to be reported in terms of the number of concepts developed and the cognitive skills learned.

Primary Grades 1–6

3. Primary grade children who were deficient in standard English language development will show growth in receptive language skills.

To evaluate this objective all children were to be administered the Northwestern Syntax Screening Test upon entry into the program. In order to provide continual evaluation, children were to be assessed daily on the major language concepts of this test. Those children who scored below the 25th percentile in both areas of the test were to receive instruction in the receptive language only. Those who scored between the 25th and 75th percentile in both areas were to receive instruction in both receptive and expressive language skills. Those who scored above the 75th percentile in both areas were to receive instruction in reading. Growth was to be recorded in terms of the number of concepts developed.

4. Primary grade children who were not deficient in standard English language development, will show growth in reading skills.

To evaluate this objective children who scored at the 75th percentile or higher on the receptive and expressive areas of the Northwestern Syntax Screening Test were to be administered the Sullivan Placement Test of the Sullivan Programmed Reading Program. They were to be placed in the appropriate book according to their test scores. Growth was to be recorded as to the number of pages or books completed above the original book placement.

Methodology:

The Central School District Migrant Program was combined with a Title I reading program. Services provided included day care, preschool, medical, dental, vocational, inservice training for staff, work experience for NYC students and practicum experience for Oregon College of Education (OCE) graduate students. It was estimated that the number of auxiliary volunteer staff members numbered at least 36.

The original Title I-M proposal estimated serving approximately 190 migrant students, however, this number of students did not enroll and the total number served was 52. Due to this fact, on June 30th the equivalent of 7 staff members were released from the program. It was reported that the decrease in attendance was caused by labor camp conditions and a decrease in number of acres being planted in strawberries and pole beans and other crops needing migrant labor. Decreased enrollment was also attributed to the new federal guidelines determining a migrant child's eligibility for attendance.

After June 30, two classes, one for four and five year olds and one for children five years of age and older were operated. In the program for the four and five year olds, there were 8 four year old children and 12 five year old children. The four year old academic program centered around the language needs of the children, and the major emphasis was in increasing their English language vocabulary and sentence usage. As ability indicated, instruction was provided for the four year old children in readiness activities assessed on the Preschool Academic Checklist. The five year old group was provided small group instruction conducted both by the teacher and her aide. The emphasis of this program was to teach the readiness skills in which the children were deficient as indicated on the Academic Checklist. Language programming was also provided for children who had identified needs in this area.

In the class for the older group, the children were divided into small groups in order to facilitate individualized instruction as determined by their needs as identified on the evaluative instruments used. A master's level practicum student from OCE organized and taught language lessons to groups of children according to the needs shown. The grouping was determined from the results of the Northwestern Syntax Screening Test. NYC aides assisted in individual instruction in academic areas. Children identified as needing instruction in reading were provided this instruction by the teacher. She was assisted in this area by work-study students from OCE and a NYC student. They taught small groups using the Hoffman Reader. The DUSO Kit was used by the aides in teaching positive self-concept and self-image skills to the children.

Daily evaluation and lesson analysis was done by the teacher as she directed the daily planning and programming for the children. Each days instruction was specifically designed for individual children or small groups, depending upon their identified needs.

Both classes conducted activities other than the described academic programs. Children had instruction in such areas as music, art and P.E. They also went on field trips and participated in a variety of miscellaneous activiites.

Results:

Preschool

1. Each child enrolled in the program will show growth in receptive and expressive standard English language skills.

Table IV presents the results of the Northwestern Syntax Screening Test for the preschool group, CA 4-5. Twenty children in all were assessed on a pre- posttest basis at this age level. On every language task assessed, results show that the group acquired new skills. Growth was especially strong in the areas of prepositions and pronouns.

2. Each child enrolled in the program will show growth in concept development and cognitive skills.

Table V presents the results on the Preschool Academic Checklist for preschool children, CA 4-5. In all, twenty children were given pre- posttests. As can be noted, results indicate growth in all areas. The most growth shown by the group was in the area of color recognition.

TABLE IV

NORTHWESTERN SYNTAX SCREENING TEST

Central Preschool CA 4–5

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	6	12
Possessive	4	11
Verbs		
Present tense	11	13
Past tense	11	13
Future tense	5	12
3rd peson	–	–
Prepositions		
in	3	20
on	4	18
under	4	20
behind	6	18
Pronouns		
he	0	16
she	1	17
her	3	17
their	5	15
himself	2	14
Not Statement	4	19
Reversal of Subject/Object	2	3
This and That Concept	7	12
Question Words		
who	10	14
what	9	14
where	7	15
Understanding sentences		
statements	5	7
questions	4	6

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	8	13
Possessive	4	7
Verbs		
Present tense	6	8
Past tense	4	7
Future tense	1	8
3rd person	–	–
Prepositions		
in	6	18
on	7	18
under	7	18
behind	5	15
Pronouns		
he	3	16
his	8	8
she	3	15
their	3	11
himself	1	10
Not Statement	4	15
Reversal of Subject/Object	1	3
This and That Concept	7	14
Question Words		
who	6	9
what	3	9
where	2	11
Understanding Sentences		
statements	6	9
questions	3	6

Primary

3. Primary grade children who are deficient in standard English language development will show growth in receptive and expressive language skills.

Table VI presents the results of the Northwestern Syntax Screening Test for the children in grades K-2. Twenty-five children were given both the pre- and posttest. As can be seen, many of the children could successfully complete the items on the test when they were initially assessed and thus the difference between the pre- and posttest scores are minimal. It can be noted that a number of children improved at the receptive and expressive levels in the ability to identify and use verbs in the present and past tense.

4. Primary grade children who are not deficient in standard English language development will show growth in reading skills.

Twenty-six children in the older age group were provided reading instruction in Sullivan Program Readers. A number of these children were in school for three days or less and a continual reading program was not initiated for them. Of those children who stayed in the program for more than a week's period of time, one child finished Sullivan Book 6 and another child finished 103 pages in Sullivan Book 6. One 12 year old girl started Sullivan Book I, which is about the first grade level, which indicates that she was quite deficient in reading.

Results were also reported for the children at this age level on the Preschool Academic Checklist. This was not required in the evaluation plan, but the results are reported in Table VII. Results indicate that many of the children were deficient in the readiness skills assessed when they entered the program. Final results indicate progress was made by the group in all areas. This would suggest that many of these children were in need of basic readiness instruction. As an example, it was reported that none of the children could write their numbers when they started the program but at the end, eleven of them could do so.

It was reported that there were two Spanish speaking children who could not complete any of the tests in English. They were assessed in Spanish and they learned some English language skills toward the end of the program. They were able to count to ten in English and they learned to read approximately thirty-five words in English. They were beginning to use English in answering questions and in requesting information from the teacher. These children needed and received the assistance of the bilingual aides in the program.

Third Party Evaluator's Comments:

Results submitted indicate that the Central School District was able to operate a successful summer migrant program. It was unfortunate that so few children were enrolled, less than half of the number anticipated. However, the district was able to reorganize their program and conduct a meaningful program for the children who did attend.

The results of the language assessment indicated that children were making growth in this area during the six-week program. Growth was especially noticeable at the preschool

TABLE V
Preschool Academic Checklist
Summary Sheet
Central Preschool – CA 4–5

Task	Pre	Post
Knows his name	8	19
Arithmetic		
Counting 1–5	8	17
Counting 1–10	7	15
Counting 1–20	4	9
Counting Objects 1–10	6	14
Naming Numerals 1–10	2	2
Matching Numerals to Objects 1–5	6	11
Recognizing Shapes:		
Rectangle	4	10
Circle	8	18
Square	8	15
Triangle	6	14
Recognizing Size:		
Big	9	20
Little	9	20
Knowledge of Time:		
Get up	8	11
Eat lunch	3	5
Go to bed	9	16
Reading		
Recognizing Right and Left:		
Right	7	16
Left	7	16
Recognizing Difference Between Words and Pictures	8	20
Recognizing the Same and Difference		
Shapes	8	17
Letters	7	17
Recognizing Letters:		
a	4	10
i	2	8
n	1	6
p	1	6
t	2	5
m	1	5
Recognizing Sounds:		
s	4	6
m	0	2
t	2	3
n	1	2
p	0	1
d	0	1
Recognizing Words:		
cat	2	7
dog	2	6
red	0	1
chair	0	3
door	1	3
boy	2	6
girl	2	7
Writing		
Writing My Name	0	4
Writing Numbers	1	4
Colors		
Identify by Pointing:		
red	6	19
blue	6	16
green	7	18
orange	8	18
yellow	7	17
white	6	15
black	7	19
brown	7	19
Identify by Naming:		
orange	9	16
black	7	16
red	7	13
green	5	13
yellow	7	14
blue	8	17
brown	7	13
white	6	13
Telling Time		
Clock 1 – 9:00 or 11:45	1	8
Clock 2 – 4:30	1	7
Recognizing Coin Money		
Penny	8	16
Nickel	7	13
Dime	6	11
Knowledge of Money		
Five pennies/one nickel	2	6
Dime/two nickels	1	2

TABLE VI
NORTHWESTERN SYNTAX SCREENING TEST
Central Migrant Program – Grade K–2nd

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	13	21
Possessive	16	16
Verbs		
Present tense	7	21
Past tense	8	17
Future tense	16	19
3rd person	–	–
Prepositions		
in	15	21
on	22	24
under	25	25
behind	23	24
Pronouns		
he	23	25
she	24	25
her	20	20
their	19	19
himself	19	19
Not Statement	20	23
Reversal of Subject/Object	7	8
This and That Concept	12	13
Question Words		
who	8	14
what	10	12
where	14	15
Understanding sentences		
statements	14	14
questions	7	9

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	11	17
Possessive	12	12
Verbs		
Present tense	10	20
Past tense	10	17
Future tense	15	19
3rd person	–	–
Prepositions		
in	25	25
on	20	25
under	19	24
behind	17	21
Pronouns		
he	22	24
his	6	6
she	22	22
their	21	21
himself	13	13
Not Statement	22	23
Reversal of Subject/Object	2	2
This and That Concept	14	14
Question Words		
who	11	13
what	15	16
where	13	15
Understanding sentences		
statements	13	13
questions	4	4

TABLE VII
Preschool Academic Checklist
Summary Sheet

Central Migrant Program – Grades K-2nd

Task	Pre	Post
Knows his name	8	18
Arithmetic		
Counting 1–5	9	18
Counting 1–10	9	17
Counting 1–20	4	15
Counting Objects 1–10	7	16
Naming Numerals 1–10	2	2
Matching Numbers to Objects 1–5	6	11
Recognizing Shapes:		
Rectangle	4	15
Circle	8	18
Square	6	18
Triangle	5	15
Recognizing Size:		
Big	9	18
Little	9	18
Knowledge of Time:		
Get up	2	13
Eat lunch	1	9
Go to bed	4	10
Reading		
Recognizing Right and Left:		
Right	5	16
Left	5	16
Recognizing Difference Between Words and Pictures	9	18
Recognizing the Same and Difference		
Shapes	9	18
Letters	9	18
Recognizing Letters:		
a	6	14
i	6	15
n	5	14
p	7	14
t	7	14
m	7	13
Recognizing Sounds:		
s	9	16
m	7	12
t	7	12
n	4	11
p	6	11
d	5	13
Recognizing Words:		
cat	4	13
dog	4	10
red	3	8
chair	5	9
door	2	5
boy	4	8
Writing		
Writing My Name	4	15
Writing Numbers	0	11
Colors		
Identify by Pointing:		
red	9	17
blue	8	18
green	9	17
orange	9	18
yellow	9	17
white	8	16
black	9	18
brown	8	17
Identify by Naming:		
orange	8	17
black	9	18
red	9	17
green	9	17
yellow	9	17
blue	7	16
brown	9	17
white	8	16
Telling Time		
Clock 1 – 9:00 or 11:45	1	12
Clock 2 – 4:30	1	9
Recognizing Coin Money		
Penny	9	18
Nickel	6	14
Dime	7	15
Knowledge of Money		
Five pennies/one nickel	3	12
Dime/two nickels	3	9

level whereas the older children did not show as much growth. Both groups of children showed excellent growth in readiness abilities. It is interesting to note that the older children were initially quite deficient in this area and excellent progress was made during the summer. These results suggest that more effort should be directed towards assessing all children in basic readiness skills and possibly this should form the major emphasis of the program, even for older students who would typically be in a reading program. However, in making this statement it should be remembered that there was a Title I Reading Program in operation and four migrant children were transferred to this program. It might be advantageous for the district to explore the possibility of conducting the Title I-M program for those children who are seriously deficient in the basic school readiness skills and let the Title I program conduct the reading aspect of the program for both Title I and Title I-M children.

The program was not only successful in the academic areas but it also provided the children with enrichment activities. Many special events were conducted such as Parent's Night, field trips and recreational programs. The program was also successful in providing a training site for a number of NYC students, work-study students and practicum students from OCE. The program helped them develop more competent skills in working with disadvantaged children.

The district should be congratulated for submitting all of the evaluative data requested for evaluation.

Area Name: *Milton-Freewater District 31*

County: *Umatilla*

Funding Allocated: *$9,368*

Project Beginning Date: *June 12, 1972*

Project Ending Date: *July 14, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *38*

Introduction:

Milton-Freewater District 31 was the district participating in the program. The total number of public school migrant students enrolled (38) were divided into grades Preschool through seven as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 1 teacher, 2 aides and 2 volunteers. Table II presents the number of certified personnel employed (FTE).

Supplementary statistical data gathered during the operation of this program are shown in Table III.

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM	
Preschool	4	66	(2.64)
First	7	142	(5.68)
Second	8	173	(6.92)
Third	5	76	(3.04)
Fourth	4	61	(2.44)
Fifth	7	140	(5.60)
Sixth	2	15	(0.60)
Seventh	1	8	(0.32)
Eighth			
Ninth			
Tenth			
Eleventh			
Twelfth			
TOTAL	**38**	**681**	**(27.24)**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	0
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	2
TOTAL	**2**

TABLE III

Supplementary Statistical Data

A. Total bus miles	1,700	
B. Health examinations	12	
C. Health referrals	2	
D. Dental examinations	23	
E. Dental referrals	14	
F. Breakfasts	912	
G. Morning snacks	0	
H. Hot lunches	912	
I. Afternoon snacks	0	
J. No. of teachers	1	
K. **No. of aides**		
1. Target group	0	
2. Other	2	
3. How many are bilingual	0	Total 2
L. **No. of volunteers**		
1. Target group	2	
2. Other	0	Total 2

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

Elementary

3. To improve the academic readiness ability of elementary children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language abilities in standard English of elementary children.

To evaluate this objective the Northwestern* Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

These two objectives were to apply to those elementary students whom in the teacher's judgment were so deficient in academic readiness and language development that they could not benefit from a formalized reading program. Objective 5 below, will apply to those students involved in a formalized reading program.

5. To improve the reading ability of elementary children.

To evaluate this objective an informal reading inventory was to be administered to the children on a pre- posttest basis. If an informal reading inventory was not used another appropriate reading test was to be used. Improvement was to be noted as to the difference in the child's pre- posttest scores as reported in grade equivalent scores.

6. To increase the height and weight of all children enrolled in the program.

To evaluate this objective all children were to be weighed and measured periodically during the program. Improvement was to be noted as to the increase in height and weight.

Methodology:

The project employed one certified teacher and two aides. One was a recent graduate from the University of Oregon and the other had one year of college work. In addition, to this Title I-M staff, there was a Title I reading teacher conducting a summer reading program and she had provided inservice for the Title I-M staff in using Distar Reading Materials.

The major emphasis of the program was language development as this was an area in which children had shown the most deficiencies in the past. The program began at 7:30 with breakfast. Classes began at approximately 8:25. The teachers prepared lessons and daily assignments between 8:00 and 8:25. From 8:25 to 9:00 language instruction was conducted and during this time the teacher and one of the aides worked with the older children in reading while the other aide worked with the younger children in language development. She used either the Distar Language Kit or the Peabody Language Development Kit.

In the reading program, children worked at different levels depending on their grade level ability. Special emphasis was placed on developing a reading vocabulary based on words that were needed by the children in their reading program. From 9:00 to 9:30 a continuation of the reading and language program was conducted. Listening activities were provided at this time. During the remainder of the morning period arts and crafts and/or physical education programs were offered. From 11:00 to 12:00 a daily swimming program was conducted. During the afternoon, a music program was provided and the day was ended with individualized programs in language development. The younger children returned to the camp at approximately 2:30 and one of the aides accompanied them where she provided supervision in a day care center. The older children went to a swimming program at the Municipal Swimming Pool.

Results:

Table IV presents the results of the Northwestern Syntax Screening Test for nine of the children enrolled in the program. As can be noted the majority of the group knew the concepts being assessed on the Test when they initially entered the program and therefore minimal growth was shown. Four children did show improvement in their ability to recognize the difference in the "this" and "that" concept at the receptive level.

Individual data was collected on the words that the children were learning in the reading program. This information was not summarized for the group but the data indicated all children developed new reading vocabulary words. Children learned anywhere from one or two new words to fifteen words.

Data was kept on the height and weight of the children when they entered the program and when they finished the program. This data indicated that the majority of children gained weight during the five week session. Height figures did not change any appreciable amount.

In addition to this data, the teachers kept a task description sheet on each child. This sheet listed the intent of the child's program in areas such as language, reading, art, P.E. and music. It also listed any behavior problems the child might be experiencing. In addition, behavior of the child in each of the academic areas was also provided. This gave a good description of each individual child's program.

No other data was submitted in this report. The teachers did administer the Northwestern Syntax Screening Test and Preschool Academic Checklist to all children: However, only nine children's pre- posttest scores on the Northwestern Syntax Screening Test were reported. No data was provided for results on the Preschool Academic Checklist.

Third Party Evaluator's Comments:

Information provided by the project staff and data gathered by this observer as well as the monitoring reports from the Title I-M personnel indicate that this district ran a successful summer program for its migrant students. The children were involved in a number of academic activities and the emphasis on language activities, which included language development and reading, was considered appropriate for the children being served.

This program could be strengthened if it were to keep more systematic data on the project objectives. This was especially true for the objective evaluated by the Preschool Academic Checklist. Children assessed on the Northwestern Syntax Screening Test appear to need instruction in reading rather

TABLE IV
NORTHWESTERN SYNTAX SCREENING TEST

Milton-Freewater Summer Program

	RECEPTIVE TASK		EXPRESSIVE TASK	
	Pre	Post	Pre	Post
Nouns				
Plurals	9	9	8	8
Possessive	7	7	4	4
Verbs				
Present tense	9	9	8	8
Past tense	8	8	3	3
Future tense	8	8	7	7
3rd person			–	–
Prepositions				
in	9	9	8	8
on	9	9	8	8
under	9	9	8	8
behind	9	9	8	8
Pronouns				
he	9	9	8	8
she	9	9	8	8
her	9	9	7	7
their	9	9	7	7
himself	8	8	7	7
Not Statement	9	9	8	8
Reversal of Subject/Object	4	4	2	2
This and That Concept	3	7	6	8
Question Words				
who	7	8	5	5
what	7	8	6	6
where	8	8	8	8
Understanding sentences				
statements	8	8	7	7
questions	5	6	6	7

than oral language development since most of them knew the language items assessed on this test.

The swimming program in this project is exemplary and the director receives excellent support from the community in this effort. The concept of using an aide from the program to supervise in the day care program after school at the labor camp is an excellent idea. More projects are beginning to provide extended day services for young children and this appears to be an excellent way to effectively utilize staff to provide a much needed service.

Area Name: *The Dalles*

County: *Wasco*

Funding Allocated: *$14,286*

Project Beginning Date: *June 12, 1972*

Project Ending Date: *July 4, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *136*

Introduction:

The Dalles School District was the only district participating in the program. The total number of public school migrant students enrolled (136) were divided into grades K through second as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 3 teachers, 5 aides and 10 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool 4 & 5 yr. olds	56	17.3
First 6 & 7 yr. olds	42	18.85
Second 8 through 12 yrs.	38	17.5
Third		
Fourth		
Fifth		
Sixth		
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	**136**	**53.45**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	0
2. Other	1
B. English-speaking	
1. Target group	0
2. Other	2
TOTAL	**3**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	2,345	
B. Health examinations	20	
C. Health referrals	8	
D. Dental examinations	59	
E. Dental referrals	9	
F. Breakfasts	1,069	
G. Morning snacks	1,069	
H. Hot lunches	1,069	
I. Afternoon snacks	1,069	
J. No. of teachers	3	
K. **No. of aides**		
1. Target group	0	
2. Other	5	
3. How many are bilingual	0	Total 5
L. **No. of volunteers**		
1. Target group	0	
2. Other	10	Total 10

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered intitially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

Elementary

3. To improve the academic readiness ability of elementary children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language abilities in standard English of elementary children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

These two objectives were to apply to those elementary students whom in the teacher's judgment were so deficient in academic readiness and language development that they could not benefit from a formalized reading program. Objective 5 below will apply to those students involved in a formalized reading program.

5. To improve the reading ability of elementary children.

To evaluate this objective an informal reading inventory was to be administered to the children on a pre- posttest basis. If an informal reading inventory was not used another appropriate reading test was to be used. Improvement was to be noted as to the difference in the child's pre- posttest scores as reported in grade equivalent scores.

6. To increase attendance in the summer school program.

To evaluate this objective the number of children enrolled on the Migrant Record Transfer Form this summer were to be compared with the number of children enrolled last summer.

Methodology:

The program employed three teachers and three aides for the entire duration of the program and two additional aides were hired during the last week of the program to assist in the classes with the younger children. When the program was initially begun, classes were arranged by age of children enrolled but as enrollment increased, age and ability were taken into consideration. There was a four year old group with some five year olds enrolled. The remainder of the five year olds were in a class with children six and seven years of age. A more advanced group of seven year olds were in a class with children up to twelve years of age. This type of grouping assisted in keeping the class loads evenly divided. When enrollment in the classes for younger children reached the high twenties an aide was added. Even with this help the teachers and aides felt that there were too many children to give adequate individual instruction.

The four and five year old group were given instruction in language development with the Peabody Language Development Kit. They also instructed in such areas as number, alphabet and name writing. In addition, they had rhythms, P.E. and art activities.

The children in the five, six and seven year old group worked on the sounds of the alphabet, writing activities, Peabody Language Development Kit programs, color recognition and math. In addition, physical education, art and story programs were conducted for them.

The oldest group of children, seven through twelve years of age had programming in math, reading and story writing. In addition to these academic areas, programs were conducted in physical education, art and music. Films were used to increase their experimental background.

Results:

Table IV presents the results of the Preschool Academic Checklist for the children in the seven through nine year old group. As can be noted, many of the children possessed the skills assessed when they entered the program and therefore the results do not indicate too much growth. The most growth was shown by the group in their abiltiy to recognize rectangles and triangles and in knowledge of time.

This group of children was also given the Northwestern Syntax Screening Test when they entered but no continual data was collected.

This constitutes the total amount of academic information supplied in relation to the stated evaluation of the project objectives. Each teacher wrote a one paragraph description of each child in the program and this was sent to the parents. Some of these descriptions were very specific about the child's skills and abilities while others were very subjective and provided the parent with little or no concrete information about their child in the program.

Objective 4 stated that the project would increase the enrollment of migrant children during the summer of 1972 as compared to the summer of 1971. It was reported that the total attendance for twelve days in 1971 was 395 whereas the total attendance for twenty days during the summer of 1972 was 1,069 children. This would indicate an increase in enrollment of almost three times the number enrolled in 1971. However, Table I indicated that only 136 children were enrolled in 1972. It is difficult to determine the actual enrollment for 1972 from the figures presented.

Third Party Evaluator's Comments:

The migrant program in The Dalles was able to provide an educational program for the children during the summer. The information supplied indicated that the children were exposed to academic programming and they had an opportunity to improve in their school related skills.

The report submitted by the project director indicated that the teachers did not feel the Northwestern Syntax Screening Test, The Barbe Reading Skill Test or the Preschool Academic Checklist were valid tests to use with the children. They went on to state that they felt that many of the children were not ready to be tested when they first entered the program because they were too nervous. It was further reported that the staff was able to tell more about the child and his gains from teacher made tests and observations. This is a purely subjective statement and is certainly questionable as a way of gathering evaluative data. If the staff felt that the children

TABLE IV
Preschool Academic Checklist
Summary Sheet
The Dalles Migrant Program CA 7-9

Task	Pre	Post
Knows his name	16	16
Arithmetic		
Counting 1-5	13	13
Counting 1-10	10	10
Counting 1-20	-	-
Counting Objects 1-10	7	7
Naming Numerals 1-10	6	6
Matching Numerals to Objects 1-5	8	8
Recognizing Shapes:		
Rectangle	5	12
Circle	16	16
Square	11	16
Triangle	9	16
Recognizing Size:		
Big	15	15
Little	5	15
Knowledge of Time:		
Get up	4	14
Eat lunch	4	7
Go to bed	5	15
Reading		
Recognizing Right and Left:		
Right	10	14
Left	10	14
Recognizing Difference Between		
Words and Pictures	13	13
Recognizing the Same and Difference:		
Shapes	12	14
Letters	7	11
Recognizing Letters:		
a	5	11
i	7	8
n	5	6
p	4	5
t	5	7
m	7	8
Recognizing Sounds:		
s	4	5
m	5	6
t	4	5
n	4	5
p	4	5
d	3	5
Recognizing Words:		
cat	3	5
dog	3	5
red	3	4
chair	3	3
door	3	3
boy	3	3
girl	3	4
Writing		
Writing My Name	5	5
Writing Numbers	6	6
Colors		
Identify by Pointing:		
red	12	15
blue	12	15
green	11	13
orange	12	13
yellow	12	15
white	13	13
black	13	13
brown	12	13
Identify by Naming:		
orange	13	14
black	13	14
red	12	15
green	13	14
yellow	12	15
blue	11	14
brown	14	14
white	14	14
Telling Time		
Clock 1 - 9:00 or 11:45	5	5
Clock 2 - 4:30	2	2
Recognizing Coin Money		
Penny	11	14
Nickel	7	12
Dime	8	11
Knowledge of Money		
Five pennies/one nickel	4	6
Dime/two nickels	3	4

were not ready to be evaluated for educational purposes when they first entered the program, they should have waited a few days before beginning their testing. During this waiting period they could have conducted simple group activities in nonacademic areas with the children. Once the children had become familiar with the school setting and routine they could then be evaluated so that meaningful academic programming could be initiated. This type of progress is used by the majority of the other migrant programs and seems to be working quite well.

It is this evaluator's feeling that if this area proposes to conduct another summer program, they attempt to gather educational evaluative data on the children in an objective way so that they can plan activities that will allow the children to gain needed academic skills during their stay in the program.

Area Name: *Washington County IED*

County: *Washington*

Funding Allocated: *$79,477*

Project Beginning Date: *June 9, 1972*

Project Ending Date: *August 4, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *427*

Introduction:

North Plains 70 and Hillsboro Elementary 7 were the districts particpating in the program. The total number of public school migrant students enrolled (427) were divided into grades K through 6 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 12 teachers, 19 aides, and 19 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	111	64.1
First	64	37.0
Second	65	40.4
Third	49	32.7
Fourth	67	28.0
Fifth	30	10.0
Sixth	41	15.0
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	**427**	**227.20**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	2
2. Other	8
B. English-speaking	
1. Target group	0
2. Other	2
TOTAL	**12**

Supplementary statistical data gathered during the operation of the program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	19,764	
B. Health examinations	244	
C. Health referrals	104	
D. Dental examinations	278	
E. Dental referrals	179	
F. Breakfasts	7,744	
G. Morning snacks	8,757	
H. Hot lunches	8,757	
I. Afternoon snacks	8,757	
J. No. of teachers	12	
K. **No. of aides**		
1. Target group	15	
2. Other	4	
3. How many are bilingual	16	Total 19
L. **No. of volunteers**		
1. Target group	2	
2. Other	17	Total 19

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new skills acquired.

Elementary

3. To improve the academic readiness ability of elementary children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language abilities in standard English of elementary children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

These two objectives were only to apply to those elementary students whom in the teacher's judgment were so deficient in academic readiness in language development that they could not benefit from a formalized reading program. Objective 5 below was to apply to those students involved in a formalized reading program.

5. To improve the readiness ability of elementary children.

To evaluate this objective an informal reading inventory was to be administered to the children on a pre- posttest basis. If an informal reading inventory was not used another appropriate reading test was to be used. Improvement was to be noted as to the difference in the childs' pre- posttest scores as reported in grade equivalent scores.

Methodology:

In the Washington County area there were two districts participating in the summer program, North Plains and Hillsboro. In each of these districts, one school was used.

In Hillsboro, the summer classes were conducted in the Peter Boscow Elementary School and there were four teachers in the program. One teacher each worked with the five year old group, the six year old group, the seven year old group and the eight to twelve year old group. All four teachers emphasized the teaching of academic skills needed by the children to maximize their success during the regular school year. Teachers working with younger students stressed academic readiness activities and both teachers used the Preschool Academic Checklist and the Northwestern Syntax Screening Test for program assessment. The teachers of the older groups administered more formalized reading tests to determine the type of programming the children should have.

In addition to the academic programs, the teachers conducted programs in music, art and physical education. The children also went on numerous field trips and they were involved in other types of activities designed to broaden their experiential backgrounds.

At North Plains Elementary School, there were five different classes for the various age level children served. There was a class for five year olds, one for five and six year olds, one for six year olds, one for seven year olds, and one for children in grades three through nine. Each of these classes was directed by a teacher who also had an aide and an NYC student assisting her. All groups were administered the Preschool Academic Checklist for evaluative purposes and program activities were designed to meet the deficiencies identified on this Checklist. The Northwestern Syntax Screening Test was also administered to some of the classes for evaluative purposes. The older children had assessment in reading.

The instructional program centered around the children's identified deficiencies in academic areas. As many individualized programs as possible were conducted with the children by the teacher or her aide. The majority of the teachers indicated that in the academic area they worked with the children in both English and Spanish and direct instruction was provided in these language areas. In addition to the academic programs, the teachers reported conducting music, art and P.E. activities. They reported that art programs were used to reinforce the academic program. In addition, the children went on field trips and these were planned in conjunction with their academic program. The teachers reported using the language experience approach in reading and the ideas and content for the stories were gathered on the field trips. Many activities were conducted to broaden the child's experiential background, and all of these were geared towards improving the child's ability to succeed in the regular classroom program.

Results:

Tables IV and V present the results of the Preschool Academic Checklist for the five and six year old groups in Hillsboro. In comparing the number of children who could complete each task at the start of the summer with those who could at the end of the program, it can be seen that not much growth was shown by either group of children on the skills assessed. In most all areas the number of children who could complete a task when they entered the program was the same as the number of children who could successfully complete the task when they left the program. Some growth was shown by the six year old group in their ability to recognize words, but this was a minimal change.

Tables VI through IX present the results of the Northwestern Syntax Screening Test for the children in the program. Table VIII presents the results of the five year old group on the Northwestern Syntax Screening Test as given in Spanish. Overall results indicated that the majority of children did not make growth in language during the summer program as assessed by this test. It can be noted that the number of children who could successfully complete the language skills assessed at the beginning of the program was virtually the same, in most all tasks, as the number of children who could complete the tasks when the program terminated. However, in some areas growth was shown. Table VI indicates that four children showed progress in their ability to recognize plurals receptively in English, and expressively, eleven children showed progress. Five children showed progress in receptively identifying the preposition "in."

TABLE IV
Preschool Academic Checklist
Summary Sheet
Washington County Preschool CA 5 – Hillsboro

Task	Pre	Post
Knows his name	17	17
Arithmetic		
Counting 1–5	13	14
Counting 1–10	11	14
Counting 1–20	2	3
Counting Objects 1–10	12	14
Naming Numerals 1–10	1	6
Matching numerals to Objects 1–5	7	9
Recognizing Shapes:		
Rectangle	1	3
Circle	9	10
Square	5	6
Triangle	4	8
Recognizing Size:		
Big	14	14
Little	17	17
Knowledge of Time:		
Get up	4	7
Eat lunch	0	1
Go to bed	6	9
Reading		
Recognizing Right and Left:		
Right	8	10
Left	8	10
Recognizing Difference Between Words and Pictures	10	10
Recognizing the Same and Difference		
Shapes	6	6
Letters	12	12
Recognizing Letters:		
a	1	7
i	1	0
n	1	0
p	1	2
t	1	0
m	1	2
Recognizing Sounds:		
s	0	0
m	0	0
t	0	0
n	0	0
p	0	0
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	1	3
Writing Numbers	3	5
Colors		
Identify by Pointing:		
red	10	11
blue	13	14
green	9	10
orange	11	12
yellow	11	12
white	11	13
black	15	15
brown	11	11
Identify by Naming:		
orange	11	12
black	9	11
red	11	12
green	11	12
yellow	11	13
blue	9	9
brown	13	14
white	8	9
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	15	15
Nickel	13	13
Dime	15	15
Knowledge of Money		
Five pennies/one nickel	5	5
Dime/two nickels	0	0

TABLE V
Preschool Academic Checklist
Summary Sheet
Washington County Preschool CA 6 – Hillsboro

Task	Pre	Post
Knows his name		
Arithmetic		
Counting 1–5	15	16
Counting 1–10	13	13
Counting 1–20	8	10
Counting Objects 1–10	7	8
Naming Numerals 1–10	0	3
Matching Numerals to Objects 1–5	10	12
Recognizing Shapes:		
Rectangle	4	4
Circle	14	16
Square	11	13
Triangle	11	14
Recognizing Size:		
Big	15	16
Little	14	16
Knowledge of Time:		
Get up	8	8
Eat lunch	2	2
Go to bed	11	12
Reading		
Recognizing Right and Left:		
Right	10	12
Left	10	12
Recognizing Difference Between Words and Pictures	11	12
Recognizing the Same and Difference		
Shapes	14	15
Letters	14	16
Recognizing Letters:		
a	2	5
i	2	3
n	3	4
p	3	4
t	3	3
m	2	4
Recognizing Sounds:		
s	2	2
m	2	2
t	2	2
n	2	2
p	2	2
d	1	1
Recognizing Words:		
cat	0	1
dog	0	2
red	4	9
chair	0	0
door	0	0
boy	0	2
girl	0	2
Writing		
Writing My Name	11	14
Writing Numbers	4	9
Colors		
Identify by Pointing:		
red	15	16
blue	11	14
green	11	14
orange	13	13
yellow	14	16
white	13	13
black	13	14
brown	14	14
Identify by Naming:		
orange	11	12
black	12	13
red	13	14
green	11	12
yellow	13	14
blue	12	13
brown	12	13
white	13	14
Telling Time		
Clock 1 – 9:00 or 11:45	3	3
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	14	15
Nickel	11	13
Dime	11	13
Knowledge of Money		
Five pennies/one nickel	2	2
Dime/two nickels	2	2

TABLE VI

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Preschool
Hillsboro

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	8	12
Possessive	5	6
Verbs		
Present tense	12	12
Past tense	2	2
Future tense	8	8
3rd person	--	--
Prepositions		
in	6	11
on	12	12
under	11	11
behind	10	10
Pronouns		
he	12	12
she	12	12
her	10	11
their	10	12
himself	10	10
Not Statement	12	12
Reversal of Subject/Object	4	4
This and That Concept	5	5
Question Words		
who	3	3
what	5	5
where	7	7
Understanding sentences		
statements	12	12
questions	1	1

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	1	12
Possessive	2	8
Verbs		
Present tense	11	11
Past tense	1	1
Future tense	9	12
3rd person	--	--
Prepositions		
in	12	12
on	8	8
under	7	7
behind	6	6
Pronouns		
he	8	8
his	3	3
she	8	8
their	7	7
himself	0	0
Not Statement	11	11
Reversal of Subject/Object	1	1
This and That Concept	8	8
Question Words		
who	1	1
what	9	9
where	9	9
Understanding sentences		
statements	6	6
questions	1	1

In the five year old group, as shown on Table VII, the number of children who could complete the tasks at the beginning of the program was almost the same as the number of children who could complete the tasks at the end of the program, thus indicating little growth in language. This also can be noted in Table VIII for the children who were assessed in Spanish. Table IX shows the results for the six year old group and it can be noted that some of these children did make progress in language. Growth was noted in the receptive areas in identifying the present and past tense in verbs. Progress was also shown by the group in their ability to differentiate the "this" and "that" concept. On the expressive tasks progress was shown in the children's ability to identify the past tense verbs and the preposition "behind" and the "this" and "that" concept.

The teacher of the eight to twelve year old group at Peter Boscow assessed the children on their phonics ability and the results of this assessment indicated that virtually the same number of children who could complete the tasks when they entered the program could complete the tasks when they left the program thus indicating that little or no growth was shown by the majority of children. Some growth was noted in their ability to recognize consonant diagraphs and short vowel sounds.

Tables X through XIII present the results of the Preschool Academic Checklist for the children in the North Plains program. As can be seen the majority of children did not show progress in the areas assessed, but, for some groups progress was noted. The five year old group, as shown on Table X, made some growth in their arithmetic abilities, especially in counting objects, matching numerals to objects and identifying shapes. They also showed improvement in their knowledge of time. The five to six year old group, as shown in Table XI, made virtually no growth on the Preschool Checklist while the six year old group. Table XII, showed some progress in the arithmetic area and in their ability to recognize letters of the alphabet. The data presented for the seven year old group on Table XIII indicates that all children in the program were able to complete all tasks at the end of the summer program. These results are highly suspect as a number of the children assessed were only in the program for one day. This would indicate that all of these children could complete all of the tasks without instruction on the one day they were in the program and this would be highly unlikely. It also indicates that they were given both the pre- and posttest on the same day.

Tables XIV through XVI present the results of the Northwestern Syntax Screening Test for the children in the North Plains program. The children in the five year old group, whose results are shown on Table XIV made little progress in language as assessed by this test. Some growth was noted in the receptive area where three children learned the "this" and "that" concept and four children learned the use of the question statement using "what." In the expressive area the majority of the children did not show progress as virtually the same number who successfully completed the tasks on the pretest could complete them on the posttest. The six year old group showed very little progress in their language abilities.

TABLE VII

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Preschool CA 5
Hillsboro

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	4	4
Possessive	1	1
Verbs		
Present tense	4	4
Past tense	3	3
Future tense	3	3
3rd person	–	–
Prepositions		
in	1	3
on	4	4
under	3	4
behind	3	4
Pronouns		
he	3	4
she	3	4
her	2	2
their	2	2
himself	2	3
Not Statement	4	4
Reversal of Subject/Object	1	1
This and That Concept	3	3
Question Words		
who	2	3
what	1	3
where	2	3
Understanding sentences		
statements	–	–
questions	1	2

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	4	4
Possessive	1	1
Verbs		
Present tense	4	4
Past tense	1	1
Future tense	1	1
3rd person	–	–
Prepositions		
in	3	3
on	3	3
under	4	4
behind	4	4
Pronouns		
he	4	4
his	4	4
she	4	4
their	4	4
himself	2	3
Not Statement	4	4
Reversal of Subject/Object	2	2
This and That Concept	4	4
Question Words		
who	2	2
what	4	4
where	2	2
Understanding sentences		
statements	–	–
questions	1	2

TABLE VIII

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Preschool CA 5
Hillsboro

SPANISH

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	8	8
Possessive	6	6
Verbs		
Present tense	10	10
Past tense	7	7
Future tense	5	5
3rd person	–	–
Prepositions		
in	7	8
on	10	10
under	7	10
behind	8	11
Pronouns		
he	9	9
she	9	9
her	8	8
their	7	7
himself	9	9
Not Statement	11	11
Reversal of Subject/Object	2	2
This and That Concept	3	3
Question Words		
who	3	3
what	4	4
where	5	5
Understanding sentences		
statements	–	–
questions	6	8

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	11	11
Possessive	4	4
Verbs		
Present tense	9	9
Past tense	6	6
Future tense	6	6
3rd person	–	–
Prepositions		
in	10	12
on	10	12
under	10	12
behind	10	12
Pronouns		
he	12	12
his	9	9
she	12	12
their	7	7
himself	10	10
Not Statement	10	10
Reversal of Subject/Object	8	8
This and That Concept	8	8
Question Words		
who	8	8
what	7	7
where	5	5
Understanding sentences		
statements	–	–
questions	6	8

TABLE IX

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Preschool CA 6
Hillsboro

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	9	13
Possessive	8	8
Verbs		
Present tense	11	14
Past tense	4	10
Future tense	6	6
3rd person	–	–
Prepositions		
in	8	13
on	13	14
under	14	14
behind	13	14
Pronouns		
he	13	14
she	14	14
her	6	6
their	7	7
himself	11	11
Not Statement	14	14
Reversal of Subject/Object	7	7
This and That Concept	2	13
Question Words		
who	2	3
what	4	4
where	6	6
Understanding sentences		
statements	13	13
questions	1	1

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	10	12
Possessive	7	7
Verbs		
Present tense	11	12
Past tense	5	10
Future tense	8	8
3rd person	–	–
Prepositions		
in	12	12
on	12	12
under	11	12
behind	8	11
Pronouns		
he	12	12
his	7	7
she	11	12
their	7	7
himself	9	9
Not Statement	12	12
Reversal of Subject/Object	1	1
This and That Concept	9	11
Question Words		
who	4	4
what	8	8
where	8	8
Understanding sentences		
statements	10	10
questions	1	1

TABLE X

Preschool Academic Checklist
Summary Sheet
Washington County Preschool CA 5 – North Plains

Task	Pre	Post
Knows his name	18	18
Arithmetic		
Counting 1–5	13	17
Counting 1–10	13	17
Counting 1–20	5	8
Counting Objects 1–10	1	17
Naming Numerals 1–10	3	11
Matching Numerals to Objects 1–5	7	15
Recognizing Shapes		
Rectangle	2	13
Circle	15	17
Square	9	16
Triangle	6	15
Recognizing Size:		
Big	18	19
Little	17	19
Knowledge of Time:		
Get up	6	15
Eat lunch	4	16
Go to bed	10	18
Reading		
Recognizing Right and Left:		
Right	11	16
Left	11	16
Recognizing Difference Between		
Words and Pictures	14	18
Recognizing the Same and Difference		
Shapes	17	18
Letters	18	18
Recognizing Letters:		
a	1	1
i	2	2
n	1	1
p	1	1
t	1	1
m	1	1
Recognizing Sounds:		
s	1	1
m	1	1
t	1	1
n	1	1
p	1	1
d	1	1
Recognizing Words:		
cat	0	0
dog	0	0
red	1	1
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	5	12
Writing Numbers	0	0
Colors		
Identify by Pointing:		
red	16	17
blue	12	16
green	14	17
orange	15	17
yellow	12	15
white	14	16
black	14	15
brown	12	15
Identify by Naming:		
orange	15	16
black	16	17
red	14	17
green	12	16
yellow	11	14
blue	13	14
brown	11	15
white	13	16
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	16	18
Nickel	14	15
Dime	14	15
Knowledge of Money		
Five pennies/one nickel	7	8
Dime/two nickels	6	8

TABLE XI
Preschool Academic Checklist
Summary Sheet
Washington County Preschool CA 5–6 – North Plains

Task	Pre	Post
Knows his name	16	16
Arithmetic		
Counting 1–5	16	16
Counting 1–10	16	16
Counting 1–20	15	15
Counting Objects 1–10	14	14
Naming Numerals 1–10	7	8
Matching Numerals to Objects 1–5	9	11
Recognizing Shapes:		
Rectangle	1	11
Circle	11	15
Square	11	17
Triangle	5	12
Recognizing Size:		
Big	17	17
Little	17	17
Knowledge of Time:		
Get up	9	14
Eat lunch	8	13
Go to bed	11	12
Reading		
Recognizing Right and Left:		
Right	9	13
Left	9	13
Recognizing Difference Between Words and Pictures	14	14
Recognizing the Same and Difference		
Shapes	12	12
Letters	17	17
Recognizing Letters:		
a	5	15
i	4	7
n	4	4
p	5	6
t	4	5
m	4	9
Recognizing Sounds:		
s	7	7
m	5	5
t	5	5
n	4	4
p	4	4
d	4	9
Recognizing Words:		
cat	3	3
dog	3	3
red	2	2
chair	1	1
door	1	1
boy	1	1
girl	2	2
Writing		
Writing My Name	9	13
Writing Numbers	9	9
Colors		
Identify by Pointing:		
red	15	15
blue	14	15
green	15	15
orange	16	16
yellow	15	15
white	15	15
black	14	14
brown	13	13
Identify by Naming:		
orange	15	16
black	15	15
red	16	16
green	16	16
yellow	17	17
blue	14	15
brown	15	15
white	15	15
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	16	16
Nickel	12	12
Dime	13	13
Knowledge of Money		
Five pennies/one nickel	8	8
Dime/two nickels	5	5

TABLE XII
Preschool Academic Checklist
Summary Sheet
Washington County Summer Program CA 6–North Plains

Task	Pre	Post
Knows his name	16	17
Arithmetic		
Counting 1–5	14	17
Counting 1–10	15	16
Counting 1–20	5	8
Counting Objects 1–10	14	14
Naming Numerals 1–10	9	11
Matching Numerals to Objects 1–5	12	12
Recognizing Shapes:		
Rectangle	3	11
Circle	13	15
Square	15	16
Triangle	11	13
Recognizing Size:		
Big	16	17
Little	17	17
Knowledge of Time:		
Get up	7	10
Eat lunch	9	10
Go to bed	10	11
Reading		
Recognizing Right and Left:		
Right	15	15
Left	15	15
Recognizing Difference Between Words and Pictures	16	16
Recognizing the Same and Difference		
Shapes	16	16
Letters	14	14
Recognizing Letters:		
a	7	14
i	7	13
n	7	12
p	7	12
t	8	12
m	6	11
Recognizing Sounds:		
s	9	11
m	5	9
t	6	10
n	6	10
p	7	9
d	5	8
Recognizing Words:		
cat	6	7
dog	7	7
red	4	4
chair	5	5
door	5	5
boy	4	5
girl	4	5
Writing		
Writing My Name	12	15
Writing Numbers	10	14
Colors		
Identify by Pointing:		
red	15	15
blue	15	15
green	14	14
orange	14	15
yellow	14	14
white	14	14
black	14	14
brown	14	14
Identify by Naming:		
orange	14	15
black	15	15
red	14	14
green	15	15
yellow	14	14
blue	14	14
brown	14	16
white	15	16
Telling Time		
Clock 1 – 9:00 or 11:45	1	1
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	15	16
Nickel	16	16
Dime	14	15
Knowledge of Money		
Five pennies/one nickel	8	11
Dime/two nickels	8	10

TABLE XIII
Preschool Academic Checklist
Summary Sheet
Washington County Summer Program CA 7 – North Plains

Task	Pre	Post
Knows his name	19	49
Arithmetic		
Counting 1–5	19	49
Counting 1–10	9	49
Counting 1–20	9	49
Counting Objects 1–10	9	49
Naming Numerals 1–10	3	49
Matching Numerals to Objects 1–5	8	49
Recognizing Shapes:		
Rectangle	2	49
Circle	3	49
Square	2	49
Triangle	4	49
Recognizing Size:		
Big	10	49
Little	9	49
Knowledge of Time:		
Get up	0	49
Eat lunch	3	49
Go to bed	6	49
Reading		
Recognizing Right and Left:		
Right	10	49
Left	10	49
Recognizing Difference Between		
Words and Pictures	7	49
Recognizing the Same and Difference		
Shapes	3	49
Letters	2	49
Recognizing Letters:		
a	6	49
i	4	49
n	5	49
p	3	49
t	2	49
m	6	49
Recognizing Sounds:		
s	7	49
m	3	49
t	3	49
n	1	49
p	0	49
d	4	49
Recognizing Words:		
cat	5	49
dog	2	49
red	2	49
chair	0	49
door	0	49
boy	0	49
girl	1	49
Writing		
Writing My Name	0	49
Writing Numbers	0	49
Colors		
Identify by Pointing:		
red	17	49
blue	17	49
green	17	49
orange	17	49
yellow	17	49
white	17	49
black	17	49
brown	17	49
Identify by Naming:		
orange	6	49
black	6	49
red	6	49
green	6	49
yellow	6	49
blue	6	49
brown	6	49
white		
Telling Time		
Clock 1 – 9:00 or 11:45	1	49
Clock 2 – 4:30	1.	26
Recognizing Coin Money		
Penny	5	49
Nickel	6	49
Dime	6	49
Knowledge of Money		
Five pennies/one nickel	4	49
Dime/two nickels	5	49

TABLE XIV
NORTHWESTERN SYNTAX SCREENING TEST
Washington County Preschool CA 5
North Plains

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	8	8
Possessive	7	7
Verbs		
Present tense	15	15
Past tense	9	9
Future tense	6	6
3rd person	–	–
Prepositions		
in	15	15
on	14	14
under	15	15
behind	14	14
Pronouns		
he	15	15
she	13	13
her	14	15
their	11	11
himself	10	10
Not Statement	15	15
Reversal of Subject/Object	11	11
This and That Concept	7	10
Question Words		
who	11	12
what	4	8
where	10	11
Understanding sentences		
statements	11	11
questions	11	11

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	13	13
Possessive	6	6
Verbs		
Present tense	13	13
Past tense	12	12
Future tense	11	11
3rd person	–	–
Prepositions		
in	14	14
on	12	12
under	11	12
behind	12	13
Pronouns		
he	14	14
his	13	13
she	12	12
their	10	10
himself	11	11
Not Statement	13	13
Reversal of Subject/Object	12	12
This and That Concept	8	9
Question Words		
who	14	15
what	11	13
where	11	12
Understanding sentences		
statements	9	9
questions	9	10

TABLE XV

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Summer Program CA 6
North Plains

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	16	16
Possessive	15	15
Verbs		
Present tense	15	15
Past tense	15	15
Future tense	13	13
3rd person	–	–
Prepositions		
in	15	15
on	17	17
under	15	15
behind	12	12
Pronouns		
he	15	15
she	15	15
her	15	15
their	13	14
himself	13	14
Not Statement	15	16
Reversal of Subject/Object	15	15
This and That Concept	13	14
Question Words		
who	13	13
what	8	9
where	9	10
Understanding sentences		
statements	16	16
questions	13	13

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	16	16
Possessive	10	12
Verbs		
Present tense	16	16
Past tense	14	15
Future tense	13	15
3rd person	–	–
Prepositions		
in	15	15
on	14	14
under	16	16
behind	14	14
Pronouns		
he	10	11
his	12	14
she	11	12
their	11	13
himself	14	14
Not Statement	11	11
Reversal of Subject/Object	14	14
This and That Concept	11	12
Question Words		
who	11	11
what	10	11
where	12	13
Understanding sentences		
statements	14	14
questions	13	13

TABLE XVI

NORTHWESTERN SYNTAX SCREENING TEST

Washington County Summer Program CA 7
North Plains

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	16	37
Possessive	5	37
Verbs		
Present tense	35	37
Past tense	4	37
Future tense	4	37
3rd person		
Prepositions		
in	34	37
on	34	37
under	28	37
behind	28	37
Pronouns		
he	16	37
she	8	37
her	33	37
their	9	37
himself	5	37
Not Statement	4	37
Reversal of Subject/Object	5	37
This and That Concept	21	37
Question Words		
who	21	37
what	21	37
where	21	37
Understanding sentences		
statements	10	37
questions	10	37

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	2	37
Possessive	2	14
Verbs		
Present tense	2	14
Past tense	2	14
Future tense	2	14
3rd person		
Prepositions		
in	33	37
on	33	37
under	27	37
behind	26	37
Pronouns		
he	4	37
his	10	37
she	4	37
their	4	16
himself	4	16
Not Statement	7	37
Reversal of Subject/Object	4	16
This and That Concept	17	38
Question Words		
who	25	38
what	24	24
where	12	38
Understanding sentences		
statements	9	37
questions	8	37

Table XVI presents the results for the seven year old group and it can be noted that the results indicated that each child was able to complete almost all of the language skills on which they were assessed at the end of the program. These results are of concern since many of the children were only in the program one or two days. This would indicate they learned all of the concepts on this test in that period of time and they were given a pre- and posttest in this space of time.

The teacher who worked with the older group also tested the children on a pre- posttest basis with the Wide Range Achievement Test. These results suggested that all children showed growth in reading. However, this was the same teacher whose Preschool Checklist and language scores indicated that virtually all children assessed, acquired all skills and thus her reading scores must also be questioned.

Third Party Evaluator's Comments:

Results of the Washington County Program indicate that the area was able to conduct a summer program for its migrant students and provide them with an educational setting. The program conducted a number of activities which were undoubtedly enriching to the students.

The teacher who worked with the older group of children at the North Plains Elementary School obviously did not correctly record the results for the children in her program. As indicated, children who were in her class for a short period of one day progressed in all the readiness skills assessed on the checklist. This was also the case in language. These results are highly questionable since it would be impossible for the teacher to pre- and posttest the child in all the skills in one day. If this teacher works in future summer programs she should be encouraged to provide evaluative data as accurately as possible.

Results on the Preschool Academic Checklist and the Northwestern Syntax Screening Test indicated that the majority of children did not make progress in readiness skills and language. In most all cases the number of children who could successfully complete the tasks when they entered the program were the same as the number of children who could complete the tasks when they left the program. These results suggest that many of the children knew most of the readiness skills when they entered and this would indicate that they should be provided instruction in more sophisticated reading and arithmetic areas. This would also require the use of a different type of evaluative device.

Area Name: *Dayton Summer Migrant School*

County: *Yamhill*

Funding Allocated: *$41,992*

Project Beginning Date: *June 12, 1972*

Project Ending Date: *August 4, 1972*

School Session: *Summer*

Number of Migrant Students Enrolled: *135*

Introduction:

Dayton School District 8 was the district participating in the program. The total number of public school migrant students enrolled (135) were divided into grades Preschool–8th as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 8 teachers, 12 aides and 3 volunteers. Table II presents the number of certified personnel employed (FTE).

TABLE I

Migrant Students Enrolled

Grade		Enrolled	ADM
Preschool	Age 4 & 5	40	17
First	Age 6	20	10
Second	Age 7	15	6
Third	Age 8	14	6
Fourth	Age 9	15	8
Fifth	Age 10	14	4
Sixth	Age 11	7	4
Seventh	Age 12	10	3
Eighth	Age 13	0	0
Ninth			
Tenth			
Eleventh			
Twelfth			
TOTAL		**135**	**58**

TABLE II

Certified Personnel Employed

Number of Certificated Personnel Employed	(FTE)
A. Bilingual	
1. Target group	1
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	7
TOTAL	**8**

Supplementary statistical data gathered during the operation of this program are shown in Table III.

TABLE III

Supplementary Statistical Data

A. Total bus miles	5,587	
B. Health examinations	296	
C. Health referrals	35	
D. Dental examinations	145	
E. Dental referrals	49	
F. Breakfasts	2,541	
G. Morning snacks	2,541	
H. Hot lunches	2,541	
I. Afternoon snacks	2,541	
J. No. of teachers	8	
K. **No. of aides**		
1. Target group	10	
2. Other	2	
3. How many are bilingual	11	Total 12
L. **No. of volunteers**		
1. Target group	2	
2. Other	1	Total 3

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this, continual data was to be collected as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the program and subsequent to this, continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

Elementary

3. To improve the academic readiness ability of elementary children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

4. To improve the receptive and expressive syntactical language abilities in standard English of elementary children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered intitially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

These two objectives were only to apply to those elementary students whom in the teacher's judgment were so deficient in academic readiness and language development that they could not benefit from a formalized reading program. Objective 5 below was to apply to those students involved in a formalized reading program.

5. To improve the reading ability of elementary children.

To evalaute this objective an informal reading inventory was to be administered to the children on a pre- posttest basis. If an informal reading inventory was not used another appropriate reading test was to be used. Improvement was to be noted as to the difference in the child's pre- posttest scores as reported in grade equivalent scores.

Methodology:

In this area, an academic instructional program was conducted during the morning and in the afternoon a more recreational type was planned. There were five separate classrooms in the summer program at Dayton Elementary School. One teacher worked with the four year old group, one worked with the five year old group and there was one teacher working with a group of five and six year old children. There was one teacher working with children seven and eight years of age and one working with children nine years of age and older. Each teacher had an aide and an NYC student on a half day basis. In addition a reading consultant worked with groups of approximately six children on thirty to forty minute periods per day. She served children from all classes.

The preschool program emphasized the academic areas of language development, counting, number recognition, color recognition and reading readiness through story telling and reading. In addition to these academic or pre-academic programs, activities were conducted in music, art and rhythms. A number of films were shown and a swimming program was conducted.

The six year old group had an academic program covering math and language and they were grouped by abilities in these two areas. Other academic programs included listening

TABLE IV
Preschool Academic Checklist
Summary Sheet
Dayton Summer Preschool CA 4

Task	Pre	Post
Knows his name	14	17
Arithmetic		
Counting 1–5	15	17
Counting 1–10	9	14
Counting 1–20	1	1
Counting Objects 1–10	9	13
Naming Numerals 1–10	0	1
Matching Numerals to Objects 1–5	2	4
Recognizing Shapes:		
Rectangle	2	2
Circle	10	17
Square	5	5
Triangle	2	8
Recognizing Size:		
Big	14	16
Little	14	16
Knowledge of Time:		
Get up	3	3
Eat lunch	0	0
Go to bed	3	3
Reading		
Recognizing Right and Left:		
Right	3	10
Left	3	10
Recognizing Difference Between		
Words and Pictures	7	7
Recognizing the Same and Difference		
Shapes	9	9
Letters	11	11
Recognizing Letters:		
a	0	0
i	0	0
n	0	0
p	0	0
t	0	1
m	0	1
Recognizing Sounds:		
s	0	0
m	0	0
t	0	0
n	0	0
p	0	0
d	0	0
Recognizing Words:		
cat	0	0
dog	0	0
red	0	0
chair	0	0
door	0	0
boy	0	0
Writing		
Writing My Name	1	2
Writing Numbers	0	0
Colors		
Identify by Pointing:		
red	11	15
blue	10	16
green	11	16
orange	14	16
yellow	14	16
white	8	11
black	12	15
brown	10	13
Identify by Naming:		
orange	12	16
black	11	14
red	8	14
green	9	16
yellow	12	16
blue	8	15
brown	10	12
white	6	8
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	0	0
Nickel	0	0
Dime	0	0
Knowledge of Money		
Five pennies/one nickel	0	0
Dime/two nickels	0	0

activities through the use of Peabody Language Development Kits. Music, art and P.E. activities were also conducted.

The older group of children had individualized programming in reading and math. This formed the major emphasis of the academic program. In addition, music, P.E. and art activities were conducted. These children also had a swimming program and time was provided for educational games.

Children at all levels were given experiences in a wide variety of supplemental areas. These included programs about foods from other lands, and dances and singing games from other lands. In addition the children were instructed in both Spanish and English and they were encouraged to use the language in which they felt most comfortable. The older group of children also received a variety of programs other than those listed above. These included health and safety activities plus an outdoor camping program. These children went on a number of field trips to help broaden their experiential backgrounds.

Results:

Tables IV, V and VI present the results from the Preschool Academic Checklist for the two preschool classes and the first grade class. As can be noted in the four year old preschool group, a number of children showed improvement in their counting ability, both in rote counting and counting objects from one to ten. Improvement was also noted in the four year old group in color identification. The majority of these children could not recognize letters of the alphabet, their sounds or words. Results indicate that very minimal growth was made in these areas. The four to six year old preschool group, whose results are shown on Table V, showed growth in recognizing words and in recognizing coins in our money system. The majority of these children could already identify colors when they entered the program. Their math skills were also quite good, especially in the areas of counting. The six year old group showed progress in their ability to tell time, recognize coins and in knowledge of money. Some growth was shown in arithmetic and reading skills.

Tables VII, VIII and IX present the results of the Northwestern Syntax Screening Test. On Table VII the results of the four year old group are shown and as can be noted these children were especially deficient in their expressive language skills when they entered the program and some growth was shown in this area. However, the skills in receptive language changed very little. Table VIII presents the results for the four to six year old group. This group of children showed growth in the receptive area and in areas of expressive langauge. The most progress was shown in the children's ability to express the past tense in verbs, the "this" and "that" concept, and in their ability to use question sentences. Table IX presents the results of the six year old group and as shown most of the children possessed the language skills assessed when they entered the program and thus little progress was shown by this group. Some growth was shown in the use of question sentences on the expressive section of the test.

TABLE V
Preschool Academic Checklist
Summary Sheet

Dayton Summer Preschool CA 4–6

Task	Pre	Post
Knows his name	16	16
Arithmetic		
Counting 1–5	16	16
Counting 1–10	16	16
Counting 1–20	15	16
Counting Objects 1–10	16	16
Naming Numerals 1–10	12	14
Matching Numerals to Objects 1–5	14	15
Recognizing Shapes:		
Rectangle	11	12
Circle	14	15
Square	15	16
Triangle	13	15
Recognizing Size:		
Big	16	16
Little	16	16
Knowledge of Time:		
Get up	8	11
Eat lunch	0	10
Go to bed	7	11
Reading		
Recognizing Right and Left:		
Right	12	13
Left	13	13
Recognizing Difference Between		
Words and Pictures	15	15
Recognizing the Same and Difference		
Shapes	15	15
Letters	12	13
Recognizing Letters:		
a	8	10
s	7	8
n	3	7
p	4	6
t	3	6
m	5	7
Recognizing Sounds:		
s	5	11
m	4	5
t	3	8
n	1	3
p	2	7
d	1	2
Recognizing Words:		
cat	1	9
dog	2	7
red	0	7
chair	0	6
door	0	7
boy	1	6
girl	1	7
Writing		
Writing My Name	9	11
Writing Numbers	5	7
Colors		
Identify by Pointing:		
red	15	15
blue	16	16
green	16	16
orange	16	16
yellow	16	16
white	14	16
black	15	16
brown	15	16
Identify by Naming:		
orange	16	16
black	15	15
red	15	15
green	15	15
yellow	16	16
blue	15	16
brown	16	16
white	15	15
Telling Time		
Clock 1 – 9:00 or 11:45	0	0
Clock 2 – 4:30	0	0
Recognizing Coin Money		
Penny	3	13
Nickel	2	12
Dime	3	13
Knowledg. of Money		
Five pennies/one nickel	2	8
Dime/two nickels	1	2

TABLE VI
Preschool Academic Checklist
Summary Sheet

Dayton Summer Program CA 6

Task	Pre	Post
Knows his name	15	15
Arithmetic:		
Counting 1–5	13	14
Counting 1–10	12	14
Counting 1–20	11	12
Counting Objects 1–10	13	14
Naming Numerals 1–10	11	12
Matching Numerals to Objects 1–5	13	13
Recognizing Shapes:		
Rectangle	7	13
Circle	14	14
Square	13	13
Triangle	11	13
Recognizing Size:		
Big	15	16
Little	14	15
Knowledge of Time:		
Get up	6	16
Eat lunch		15
Go to bed	7	16
Reading		
Recognizing Right and Left:		
Right	10	13
Left	10	13
Recognizing Difference Between Words and Pictures	14	14
Recognizing the Same and Difference		
Shapes	15	15
Letters	14	14
Recognizing Letters:		
a	10	12
i	10	12
n	8	9
p	9	10
t	8	11
m	9	11
Recognizing Sounds:		
s	11	13
m	8	10
t	7	11
n	6	7
p	7	9
d	6	11
Recognizing Words:		
cat	5	6
dog	6	6
red	5	7
chair	1	2
door	2	4
boy	5	6
girl	5	5
Writing		
Writing My Name	14	15
Writing Numbers	10	16
Colors		
Identify by Pointing:		
red	14	15
blue	14	14
green	15	15
orange	15	15
yellow	15	15
white	15	15
black	15	15
brown	15	15
Identify by Naming:		
orange	15	15
black	15	15
red	15	15
green	15	15
yellow	15	15
blue	15	15
brown	15	15
white	15	15
Telling Time		
Clock 1 – 9:00 or 11:45	0	10
Clock 2 – 4:30	0	5
Recognizing Coin Money		
Penny	0	15
Nickel	0	15
Dime	0	14
Knowledge of Money		
Five pennies/one nickel	0	15
Dime/two nickels	0	15

TABLE VII
NORTHWESTERN SYNTAX SCREENING TEST

Dayton Preschool CA 4

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	9	12
Possessive	5	7
Verbs		
Present tense	8	13
Past tense	6	7
Future tense	4	4
3rd person	–	–
Prepositions		
in	9	12
on	11	13
under	12	16
behind	12	12
Pronouns		
he	9	10
she	10	11
her	10	10
their	8	9
himself	11	11
Not Statement	15	15
Reversal of Subject/Object	4	4
This and That Concept	5	5
Question Words		
who	3	4
what	0	1
where	8	8
Understanding sentences		
statements	–	–
questions	1	1

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	0	8
Possessive	0	2
Verbs		
Present tense	0	11
Past tense	0	2
Future tense	0	0
3rd person	–	–
Prepositions		
in	0	7
on	0	5
under	0	7
behind	0	6
Pronouns		
he	0	6
his	0	0
she	0	6
their	0	4
himself	0	1
Not Statement	–	–
Reversal of Subject/Object	–	–
This and That Concept	0	1
Question Words		
who	–	–
what	–	–
where	–	–
Understanding sentences		
statements	–	–
questions	–	–

TABLE VIII

NORTHWESTERN SYNTAX SCREENING TEST

Dayton Summer Preschool CA 4–6

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	4	7
Possessive	3	7
Verbs		
Present tense	9	9
Past tense	3	6
Future tense	6	9
3rd person	–	–
Prepositions		
in	7	10
on	10	10
under	10	10
behind	8	10
Pronouns		
he	9	10
she	10	10
her	7	9
their	7	9
himself	6	9
Not Statement	10	10
Reversal of Subject/Object	3	6
This and That Concept	3	9
Question Words		
who	4	7
what	3	7
where	8	9
Understanding sentences		
statements	5	10
questions	3	6

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	5	7
Possessive	5	8
Verbs		
Present tense	8	9
Past tense	1	7
Future tense	7	8
3rd person	–	–
Prepositions		
in	9	9
on	7	8
under	8	9
behind	8	9
Pronouns		
he	9	9
his	6	7
she	8	8
their	8	8
himself	7	8
Not Statement	8	10
Reversal of Subject/Object	2	3
This and That Concept	4	7
Question Words		
who	5	8
what	8	9
where	8	8
Understanding sentences		
statements	6	7
questions	2	6

TABLE IX

NORTHWESTERN SYNTAX SCREENING TEST

Dayton Summer Program CA 6

RECEPTIVE TASK

	Pre	Post
Nouns		
Plurals	14	14
Possessive	12	13
Verbs		
Present tense	14	14
Past tense	12	12
Future tense	9	10
3rd person		
Prepositions		
in	9	11
on	16	16
under	16	16
behind	15	16
Pronouns		
he	16	16
she	16	16
her	11	13
their	11	13
himself	14	15
Not Statement	16	16
Reversal of Subject/Object	12	13
This and That Concept	10	12
Question Words		
who	7	12
what	0	7
where	11	13
Understanding sentences		
statements	11	12
questions	10	11

EXPRESSIVE TASK

	Pre	Post
Nouns		
Plurals	10	13
Possessive	6	7
Verbs		
Present tense	12	14
Past tense	9	11
Future tense	9	11
3rd person		
Prepositions		
in	12	14
on	11	13
under	12	14
behind	12	14
Pronouns		
he	12	14
his	10	13
she	11	13
their	10	13
himself	8	10
Not Statement	12	14
Reversal of Subject/Object	5	7
This and That Concept	11	14
Question Words		
who	7	10
what	7	11
where	11	13
Understanding sentences		
statements	7	9
questions	6	8

The reading program for the older children was evaluated through noting the number of Dolch words that the children learned. Also, the Scholastic Word List was used with some children. The results of this information for both classes of older children indicated that those children who remained in the program for more than a week made progress in their ability to read sight words. Only those children who were in the program for a very short period of time did not show any growth in this area. Children who were in the program for the longest period of time learned up to thirty new words on the Dolch list and fifty-seven words on the Scholastic Word List.

Third Party Evaluator's Comments:

Results of this program indicate that the Dayton summer program was a success for the majority of the children served. The program successfully initiated and implemented an academic program for children and in addition a number of other programs were conducted. These included music, art, swimming and an outdoor educational program.

This project used one of its preschool teachers to conduct the testing for all of the preschool children. The testing schedule kept her quite busy and she was not able to get the initial test information back to the other teachers until more than three weeks had elapsed. This was due to the fact that she was not only responsible for teaching the children in her class but also in testing all of the children in the other preschool classes. This evaluator feels that it is a worthwhile activity to have one person do the testing, however, it should not be one of the teachers also assigned to classroom teaching responsibilities. It might be feasible for the district to hire someone to do the testing and they should complete this within the first week of school. Results could then be given to the classroom teacher and she could use them to plan her academic program. If this approach were used, it is strongly recommended that the testing person interpret the test results to the teacher so she will understand the results.

The upper grade teachers decided not to use an informal reading inventory but instead used an evaluative instrument based on growth in sight vocabulary. This is a satisfactory way of evaluating reading in a short summer program. Often times children don't show differences in grade equivalent scores on a pre- posttest format in a short summer program; however, by noting the number of new words a child learned on a sight word list, one could quickly determine growth in sight word vocabulary development.

As indicated, there was a reading teacher who worked with the children in this program. She worked with all levels of children and provided instruction in letter recognition and beginning reading instruction. She used the Aud-X Reading System for the children who could benefit from this type of programming. It is recommended that a teacher of this type might consider planning language development programs for the preschool children. As can be seen in the evaluation of the preschool children on the Preschool Academic Checklist, the younger children made minimal amounts of growth in their ability to recognize letters, sounds and words in the English language. It might be more advantageous to provide instruction in language development for these younger children. The four year old group had many deficiencies in expressive language, as shown on Table VIII, when they entered the program and this should be an emphasized area for instruction.

The area coordinator developed a written description of the summer school program for children and their parents. This was distributed throughout the area and it provided a good way of recruiting children into the program. To insure that it would have wide usage by the community, it was written both in Spanish and English. It is felt by this evaluator that this is an excellent way of informing people about a summer migrant program.